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ABSTRACT

This guide is intended to reduce the youth suicide rate by teaching decision-making skills and coping mechanisms, and helping students develop self-esteem and communication skills. It was designed to be used by a local suicide prevention curriculum committee or team responsible for the development, implementation, and evaluation of the local program. The guide is organized into nine sections: (1) an overview and recommendations for implementing a suicide prevention curriculum; (2) strategies for developing self-esteem in students and sample lessons for kindergarten through grade 12 (K-12) to implement these ideas; (3) a discussion of feelings and emotions, and sample lessons for K-12; (4) coping positively with stress K-12; (5) ways for students to locate and give help to suicidal individuals K-12; (6) basic facts about youth suicide, ways to identify the suicidal student, warning signs, factors that may lead individuals to commit suicide, ways to help, facts and fallacies about suicide, the link between alcohol and drug abuse and suicidal tendencies, and sample lesson plans (grades 6-12); (7) strategies for helping students form a life plan (grades 11-12); and (8) two examples of model suicide prevention programs in Wisconsin. Appendixes provide information on: suicide prevention and education organizations, pamphlets and books; information packets; audiovisual materials; suicide prevention and education newsletters; suicide preventon legislation; and a glossary. (TE)

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A GUIDE TO CURRICULUM PLANNING IN

Suicide Prevention

CG022832

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

A Guide to Curriculum Planning in Suicide Prevention

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Foreword

A Guide to Curriculum Planning in Suicide Prevention can provide you with technical assistance in developing and evaluating an effective curriculum in your district. The 1985 Youth Suicide Prevention statute directed all districts to have a curriculum in place by August 1988. The material presented here represents the current thinking and experience of outstanding Wisconsin educators involved in meeting the needs of their students. Twenty members of the Youth Suicide Prevention Curriculum Taskforce searched the current literature to ensure that the content of this publication was accurate. Over 300 representatives from local school districts have had a direct influence on this curriculum. They brought their knowledge and experience to six workshops throughout our state and made 437 specific suggestions which have been incorporated into the final document.

The curriculum guide is intended to be used with the health education and the alcohol and other drug abuse curriculum and also with the Wisconsin Developmental Guidance Model. The units are designed to compliment your work in these areas. Classroom instruction is an important part of our youth suicide prevention effort, but it is only a part. It is essential that classroom teachers utilize families, pupil service staff, and local community agencies to ensure that our children's needs are met. We believe that educators care and that when they put that caring into action, in and out of the classroom, young peoples' lives are changed in positive ways. We believe that this guide will provide you with opportunities to act on your caring for your students.

Herbert J. Grover, State Superintendent
Wisconsin Department of Public Instruction

Preface

I am happy to see the publication of this curriculum guide. It represents the combined best efforts of over 300 people. With it we take another step forward in our efforts to deal with the youth suicide problem. Our vision of a reasoned, united effort between school and community is based on having specific content within a suicide prevention curriculum and in having the school curriculum linked to community services. We have achieved one written linkage to that vision with this publication.

The youth of our state are well served by the efforts which have resulted in this suicide prevention guide.

State Representative Margaret Krusick

Acknowledgments

Developing any publication combines the efforts of many people. This curriculum guide is no exception. The department appreciates the time and effort of the members of the publication task force. The professional skills, knowledge, and experience they brought to this project were considerable. The following people served on the task-force committee:

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Throughout the development of the curriculum, members of the State Superintendent's Suicide Prevention Advisory Council contributed their time, experience, and knowledge. The department thanks the following members of the council:

Margaret Krusick
State Representative

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Jerry Thomas
Principal
Cedarburg High School

Joan Moen
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School District of La Crosse

Ronald Biendseil
Youth Coordinator
Dane County Youth Commission

Sally Casper
Wisconsin Committee for the Prevention and Treatment of Child Abuse and Neglect

Members of the department also contributed greatly to this curriculum. Special thanks go to William J. Erpenbach for his constructive suggestions and to Leonard Pennington for the research he did for this publication. Both provided valuable critiques of the various drafts.

In the final editing, review, and printing process, thanks go to text editor Ruth Burull; proofreaders Lisa Brockmeier and Jessica Early; graphic artists Vickie Rettenmund and Jill Bremigan; photographer Neldine Nichols; Jane Lepeska, director of the Bureau for School and Community Relations; and Annette M. Winter, word processing operator.

Finally, the department wishes to thank the more than 300 people from local districts who attended workshops throughout the state. Many of the critiques and suggestions made by those individuals have been incorporated into this curriculum. Their contribution to this document was significant.

1

Definition of Suicide

If those in contact with suicidal individuals are aware of the signs of depression and potential suicide, a suicide attempt can often be prevented.

Suicide is, more than anything else, an individual's outward response to inner feelings to get others' attention. Suicidal youth often lack the coping skills, resources, or foresight to solve their problems. Suicide usually is not spontaneous. It almost always results from a long-term, gradual process of change. Many factors contribute to cause a suicide. For example, a precipitating event may occur before the suicide. This may be "the straw that broke the camel's back," but it is not usually the only influencing factor or even the "cause" of the suicide.

However, most suicides can be prevented. Most suicidal people exhibit clearly identifiable signs indicating that they need help. If those in contact with them are aware of the signs of depression and potential suicide a suicide attempt can often be prevented. A dilemma facing most suicidal youths is the conflict between the will to live and a desire to alleviate pain. Given the proper attention and counseling, these ambivalent youths can acquire the necessary skills to solve their problems in a positive way.

Suicidologists contend that suicide is preventable and that prevention is a lifetime process. Since prevention is largely educational in nature and education is readily available to Wisconsin students through public and private schools, educational institutions should be actively involved in preventing youth suicide. However, suicide prevention must also be achieved through collaboration and communication between the school and community.

Many students are troubled by problems that not only interfere with their educational performance, but also with their physical, mental, social and emotional well-being. Sometimes these students choose a life-threatening solution to their problems. Troubled students also affect peers, school personnel, parents, and people in the community. Quick, efficient help for these students is essential as a part of the local suicide prevention program.

The Wisconsin Legislature established a suicide prevention program for the state through the 1985 Wisconsin Act 29 (see Appendix F). It required that the Department of Public Instruction (DPI) and the Department of Health and Social Services (DHSS) establish a cooperative plan for providing technical assistance to local communities and school districts to develop suicide prevention programs. The same legislation required that each public school district establish a suicide prevention curriculum. The curriculum must cover the following topics:

- positive emotional development
- recognition of the signs and symptoms that might precipitate suicide attempts
- appropriate actions to take to prevent a suicide
- recognition of the link between suicide and abuse of alcohol and other drugs

- knowledge of community resources and how to use them
- knowledge of skills needed to make sound decisions

State Superintendent Herbert Grover appointed individuals representing various disciplines and agencies to serve on a task force that would address these questions and develop this curriculum.

Purpose of Suicide Prevention Curriculum

Principal suicide prevention goals for schools include providing students with the opportunity to learn decision-making skills and coping mechanisms and helping them develop self-esteem and communication skills. The program should provide strategies for self-help and support for students at risk, as well as establish collaborative working relationships with community agencies. The school should develop a comprehensive model that

- provides an experience that promotes self-esteem and positive emotional development for all students;
- trains students, parents, teachers, and other school personnel to identify students at risk;
- offers a suicide prevention curriculum that is taught to students by or under the supervision of qualified educators;
- trains school psychologists, social workers, counselors, and nurses in crisis intervention and postvention services;
- develops contingency plans and establishes a network within the community to provide support services to students and their families;
- evaluates the effectiveness of the program; and
- encourages students to refer at-risk friends.

Philosophically, suicidologists and others who work with young people share the following common beliefs:

- It is important to create a positive school climate.
- It is essential for people to care about their fellow human beings.
- Coping/helping skills can be taught.
- The development of effective interpersonal relationships is essential because young people need to learn to both depend on and help others outside of the family. This skill provides them with the essential support to cope with their own stress and to learn strategies to help others.
- Anyone could become at risk for suicide at some point in his or her life.
- It is essential to talk with students about suicide.

The goal of Wisconsin's suicide prevention legislation is to reduce the youth suicide rate by educating students, families, school staff, and community agencies on how to recognize and intervene in potentially suicidal situations. Suicide prevention curriculum involves primary and secondary methods. *Primary prevention* encompasses a variety of activities that helps persons develop a positive self-image and coping skills.

Suicide prevention programs that concentrate on educating staff, parents, and students to the danger sings of potential youth suicides are . . . termed secondary prevention because they respond to an existing problem to prevent a more serious one.

Secondary prevention is the action taken following recognition of a problem. This may also be called *intervention*. Alcohol and other drug abuse programs generally fall into the secondary prevention category and are excellent resources to help suicidal students. For example, students may refer themselves or peers to the Student Assistance Program (SAPs) in their school for evaluation, referral, and support. Many schools offer SAPs, which are developed through AODA prevention programs and staffed by school personnel. Suicide prevention programs that concentrate on educating staff, parents, and students to the danger signs of potential youth suicides are also termed secondary prevention because they respond to an existing problem to prevent a more serious one. The Wisconsin Prevention Network defines suicide prevention as "a process that promotes health by empowering people with the resources necessary to confront complex, stressful life conditions and by enabling individuals to lead personally satisfying, enriching lives." This definition suggests a deliberate and constructive process designed

- to promote growth of individuals toward their full human potential; and
- to counter the effect of harmful circumstances such as health and safety hazards, family stresses, job pressures, isolation, violence, economic hardship, inadequate housing, inadequate medical services, or inadequate child care.

The Role of Curriculum in a Comprehensive Suicide-Prevention Effort

Developing and implementing a suicide prevention *curriculum* does *not* constitute a suicide prevention *program*. To ensure success, a comprehensive program must include the following components:

Primary prevention: assisting an individual to develop coping and decision-making skills, building self-esteem, and developing communication skills.

Intervention: recognizing and referring for treatment an individual who is approaching, or is in, suicidal crisis; acting to assist that individual in dealing with stress; sometimes referred to as secondary prevention.

Treatment: professional help given to a suicidal individual by a mental health professional or agency aimed at resolving the emotional problems that result in suicidal ideation or behavior.

Postvention: activities that reduce the after-effects of trauma experienced by survivors of a suicide; prevents distorted grief responses; also considered secondary prevention since it is intended to reduce the number of cluster, or copycat, suicides that sometimes follow the initial suicide.

This curriculum guide focuses on primary prevention, one component of an integrated K-12 program. Education should focus on primary

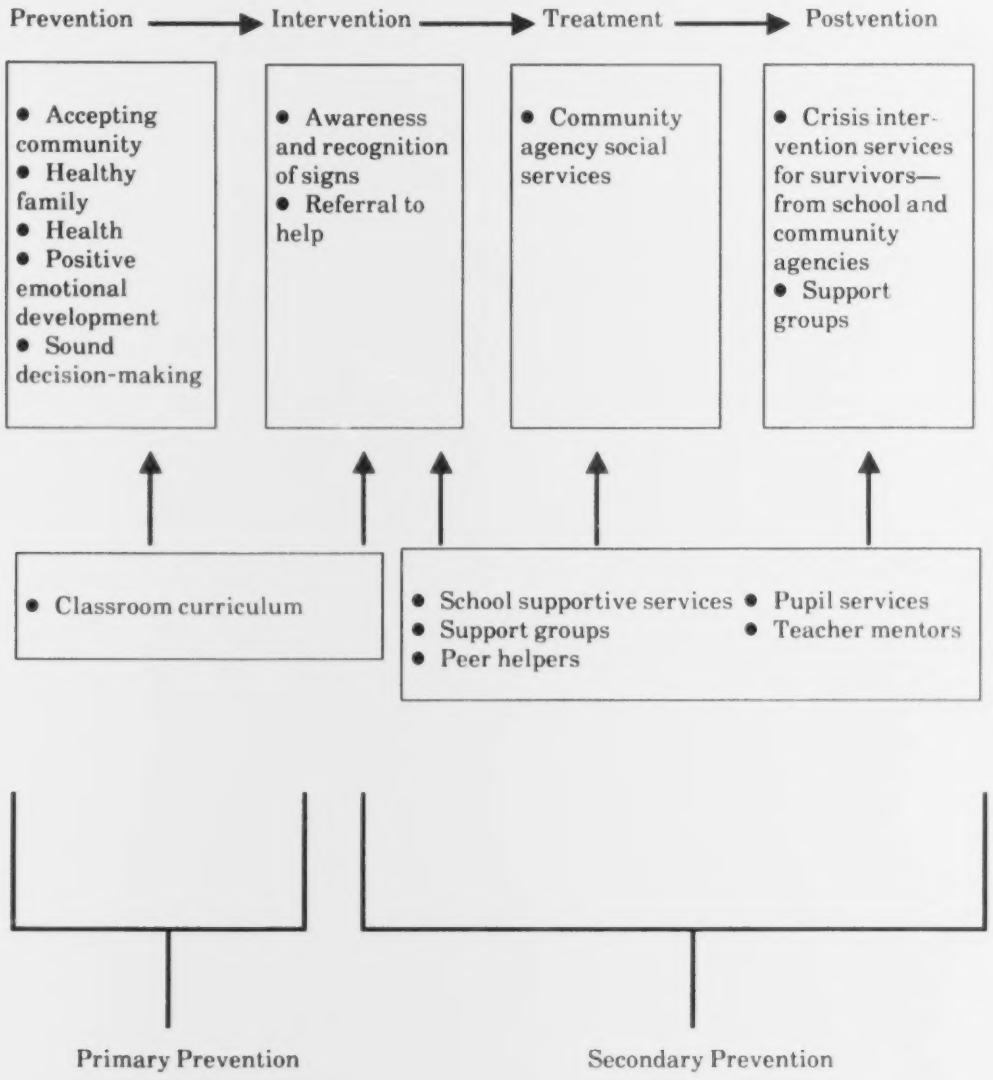
prevention techniques such as developing self-esteem, reducing feelings of isolation and loneliness, and developing skills needed to communicate and make sound decisions.

As a primary prevention effort, the suicide prevention curriculum can provide students with an awareness of suicide issues while allowing them to discuss them in a supportive environment. It encourages students to recognize and act on warning signs of suicidal crisis. The curriculum is also designed to help students develop a trust with adults who can be positive, helping resources. Figure 1 on p. 6 further illustrates how the curriculum fits into the prevention continuum.

. . . the suicide prevention curriculum can provide students with an awareness of suicide issues while allowing them to discuss them in a supportive environment.

Figure 1

The Prevention Continuum: Integration of the School District and Community Prevention Efforts



Intended Use of this Guide

The task force developed this guide to meet the curriculum requirements of 1985 Wisconsin Act 29, s. 115.365. This curriculum guide was designed to be used by a local suicide prevention curriculum committee or team responsible for the development, implementation, and evaluation of the local program. It is not a mandated course of study but it may be used as the foundation for a specific instruction program. The authors believe that the philosophy, goals, objectives, and other materials found in this publication will be useful as local districts change, redesign, or otherwise evaluate their current instructional approach to youth suicide prevention.

Initial Questions

Educators should address the following questions when presenting a suicide prevention curriculum.

Why should information about suicide be included in the school curriculum?

Statistics from DPI and Department of Health and Social Services indicate a serious problem. In Wisconsin, deaths of about 60 school-aged youth are reported annually as suicides. Suicide is a leading cause of death for adolescents between the ages of 15 and 19 in Wisconsin and in the rest of the United States.

Early intervention with depressed children may prevent the problem from worsening.

Studies have identified childhood depression as an increasing cause of youth suicide, according to American Association of Suicidology. Many school-aged youth become seriously depressed and require treatment at some point in their school careers according to these studies. Early intervention with depressed children may prevent the problem from worsening. Students often do not seek help on their own or recognize their own depression.

Who should teach this curriculum?

Teaching this curriculum requires no special degree. Inservice training can provide the classroom teachers with a good working knowledge of suicide prevention. Rapport with the age group being worked with and a sensitivity to the emotional reactions of students are essential. *Teachers who are uncomfortable with the subject should not be required to teach the curriculum, since they may communicate their discomfort to students.*

The task force encourages staff members along with community agencies and pupil services to present information as a team with the classroom teacher. In addition, the classroom teacher should have an assistant to ensure a thorough observation of individual students. Individuals with special training in areas such as social work, psychology, nursing, or

school counseling can help the classroom teacher in presenting this information to students. The Wisconsin Developmental Guidance Model, the Social Work and Problem Solving Centered Model, and the Psychological Development approach are all appropriate resources for implementing the Suicide-Prevention Curriculum. Information about these resources is available from the DPI's Bureau of Pupil Services. The DPI's *Guide to Curriculum Planning in Health Education* (see References, p. 14) has a mental and emotional health component which covers much of what the law requires on this subject. The task force also encourages teachers to volunteer to teach suicide prevention in conjunction with their regular subject area. For example, English, family living, psychology, health, and sociology teachers, and teachers of the emotionally disturbed have presented suicide prevention information in the past. Although districts have several options in placing this curriculum, they should offer it in a required class to ensure that all students benefit from it.

Should districts contract with outside experts to present suicide prevention information to the student body?

The DPI discourages using experts who are not well known *and* trusted in the district. Most areas of the state now have local district or community agency people who are capable of making good suicide prevention presentations. The DPI recommends that educators make suicide prevention presentations in a class context or in smaller groups that allow students to discuss the material freely. The use of classroom teachers, pupil services staff, and local community agency staff allows students to meet and speak to the adults who are routinely available to help them. The DPI has and maintains an updated list of persons from throughout the state who can help districts in the area of suicide prevention.

The DPI recommends that educators make suicide prevention presentations in a class context or in smaller groups that allow students to discuss the material freely.

At what age should students be introduced to the suicide prevention curriculum?

This suicide prevention curriculum is designed for use within the K-12 curriculum. It deals with positive emotional development, good communication, coping- and decision-making skills, recognizing suicidal signs in one's self or others, and ways to obtain help. The task force designed the curriculum to introduce topics at an appropriate developmental level; but although the curriculum begins in kindergarten, it does not address suicide directly until the sixth grade. Table 1 on pp. 12-13 shows the topics included in the guide and the developmental level at which they are addressed.

How do educators develop a "working knowledge" of the topic of suicide?

This curriculum guide contains the basic information needed to teach suicide prevention. It also contains a glossary of terms and graded resource lists for each grade to help obtain additional information. The DPI also published a program guide entitled *Suicide Prevention: A Resource*

and Planning Guide (see References, p. 14), which was distributed to all public school districts. Additional copies are available from the DPI, Publications Sales Office, P.O. Box 7841, 125 S. Webster Street, Madison, WI 53707.

Should districts involve parents when planning to present the suicide-prevention curriculum?

The task force highly recommends that districts include parents and representatives of community agencies when planning implementation of the suicide prevention curriculum. Parents with children involved in the program should preview the suicide-prevention curriculum prior to its delivery.

The task force highly recommends that districts include parents and representatives of community agencies when planning implementation of the suicide prevention curriculum.

Does the DPI offer additional help to teachers and districts in implementing the suicide prevention curriculum and establishing a suicide prevention program?

For technical assistance, contact the Bureau for Pupil Services at 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707, or (608) 266-8960. Additional help may be obtained from local CESA or community agencies. Before implementing a suicide prevention curriculum, it is recommended that educators compile a list of resource agency phone numbers should they need to refer any students (see Sample Form 1, p. 10).

Sample Form 1

Local Resources

Before beginning classroom presentation of this curriculum fill out the following list of resource phone numbers. This list will help you refer students who might need help to the appropriate agency.

Agency	Telephone Numbers
County Dept. of Social Service	
Mental Health Clinic	
Hospital Emergency Room	
Law Enforcement Agencies	
a. City or Village	
b. Town	
c. County	
Other	
a.	
b.	
c.	
d.	
District Pupil Service Staff	

Summary of Section

This guide is organized into the following nine sections. **Section 1** includes recommendations for implementing a suicide prevention curriculum and an overview of the goals for chapters 2-7, which form the core of the curriculum (see Table 1, pp. 12-13).

Section 2 focuses on ways to develop self-esteem in students and includes sample lessons for grades K-12 to implement these ideas.

Section 3 discusses feelings and emotions and includes sample lessons for grades K-12.

Section 4 emphasizes the importance of coping positively with stress and includes sample lessons for grades K-12 to implement the curriculum suggestions.

Section 5 includes ways for students to locate and give help to suicidal individuals and offers lesson plans for grades K-12.

Section 6 includes basic facts about youth suicide; ways to identify the suicidal student; warning signs that a suicidal individual may give; factors which may lead an individual to consider committing suicide; ways to help the suicidal student; some myths and facts about suicide; the link between alcohol and other drug abuse to suicidal tendencies; and sample lesson plans for grades 6-12 to implement the unit.

Section 7 focuses on helping students form a life plan and includes sample lessons for grades 11-12 to implement the unit.

Section 8 offers two examples of model suicide prevention curriculum programs: one from the Appleton, Wisconsin, school district; the other from the Mequon-Thiensville, Wisconsin, school district.

Section 9, the appendix, provides information on suicide prevention and education organizations, pamphlets and booklets, information packets, audiovisual materials, suicide prevention and education newsletters, suicide prevention legislation, and lists a glossary.

Table 1

Suicide Prevention Curriculum

Goals and Objectives for Grades K-12

Unit	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Self-Esteem	Recognizing the influence of others	Recognizing and explaining positive behavior	• Understand consequences • Importance of self to others	• Friendship development • Differences in self and others	Health and self-esteem	How personal qualities influence self-image
Feelings and Emotions	Recognizing feelings	• Identifying emotions • Group membership and emotions	• Recognizing pleasant and unpleasant emotions • Behavioral consequences	Differentiate between helpful and harmful behavior	• Use of communication • Emotions and decision-making	• Behavioral motivation • Emotional needs throughout life
Coping	Coping with hurt and upset feelings	Recognizing abilities and limits	Sharing feelings of loss	• Personal loss • Pleasant and unpleasant stress	Support systems	Effective and ineffective coping behavior
Locating and Giving Help	Helping resources	Whom to ask for help	Friends as helpers	Helping a friend	• Peer groups • Asking for help	Effect of peers on behavior
Suicide and Depression						
Life Plan						

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Develop self-esteem by helping others	Enhancing self-esteem	Enhancing self-esteem	Enhancing self-esteem	Developing internal resources	Developing internal resources	Developing internal resources
• Managing feelings • Roles of significant others	Depression and suicide	Depression and suicide	Depression and suicide	Emotional health and behaviors that contribute to it	Emotional health and behaviors that contribute to it	Emotional health and behaviors that contribute to it
• Decision-making • Using the support system	Stress management	Stress management	Stress management	• Social well-being • Communication skills	• Social well-being • Communication skills	• Social well-being • Communication skills
• Effect of change • Adapting to change	• School, community resources • Self-help	• School, community resources • Self-help	• School, community resources • Self-help	Seeking and giving help	• Seeking and giving help • Community service	• Seeking and giving help • Community service
• Problem-solving process • Suicide • Getting help	• Problem-solving process • Suicide • Getting help	• Problem-solving process • Suicide • Getting help	• Suicide warning signs • Getting help	• Suicide • Referral • Being friend to oneself	• Suicide • Referral • Being friend to oneself	• Suicide • Referral • Being friend to oneself
					Personal mental health plan	Personal mental health plan

References

Berkan, William A. *Suicide Prevention: A Resource and Planning Guide.* Madison, WI: Department of Public Instruction, 1987.

Bradley, Chet. *A Guide to Curriculum Planning in Health Education.* Madison, WI: Department of Public Instruction, 1986.

2

Focus

This guide defines self-esteem as the way individuals feel about themselves and whether those feelings make them feel good or bad. Self-esteem can depend on others' reactions to oneself and how one deals with those reactions. Although the concept of self-esteem cannot be easily quantified, the effect of lowered self-esteem can be recognized. As self-esteem decreases, the student may have more problems. Students with low self-esteem may not be able to reach their academic or social potential, for example. Those problems may take such forms as acting out behavior or the opposite, withdrawal. Students with low self-esteem are at risk to develop suicidal behaviors.

Students with low self-esteem may not be able to reach their academic or social potential . . .

Relationship of Self-Esteem to Mental Illness

Suicidologists use the *Three H* description of a suicidal individual: helpless, hopeless, and hapless. These suicidal individuals usually describe an utter helplessness to actively change the things in their lives that they feel are the cause of their problems. They also feel hopeless about anything changing for them. Finally, they believe that it is their destiny to experience trouble and unhappiness; that for some reason they deserve to have the troubles they experience. In such a mental state, suicide becomes a logical "solution" to their situation.

Mental health professionals cite the link between low self-esteem and mental illness. However, a distinction exists between persons who have psychiatric problems and those who have emotional problems. Many people have emotional problems that are so severe at times that they seek the assistance of mental health professionals. However, only a relatively small percentage of people will develop a psychiatrically defined mental illness. Suicide may be thought of as a severe emotional problem that is not generally associated with a psychosis. It is associated with depression and should be seen as one of the possible behaviors to which the depressed person may resort. (Shaffer, 1988)

Goals

- To have students identify what they like or admire about themselves.
- To have students identify what others admire about them.
- To have students recognize their own accomplishments and the accomplishments of others.
- To have students understand that their self-esteem is linked to how they handle the reaction of others to themselves.

Reference

Shaffer, et al. *Preventing Teenage Suicide*. New York: Department of Psychiatry, Columbia University, 1988.

Sample Lessons to Implement Unit (K-12)

These sample lessons on self-esteem highlight the relationship between how individuals feel about themselves and what others feel about them. Throughout the lessons discussions and activities are used to help students learn how to build and maintain a positive self-image. When presenting the lessons, it is important to stress that there are many ways to build self-image so that students will realize that if one doesn't work another is available. This unit forms the foundation for helping students learn how to deal with life problems and avoid suicide.

Sample Lesson

Kindergarten—Self-Esteem

Objectives:

- Students will recognize how others influence their feelings.
- Students will describe how helping others makes them feel good.

Activities:

1. Have students bring old magazines to class from which to cut pictures. Have students cut out pictures that show people doing "happy" or "fun" things and "unhappy" or "sad" things. Place a box with "Smiley Face" stickers in it on a table and a box with "Frowning Face" stickers next to it. Have each student put either a smiling or a frowning sticker on each of their pictures. Have each student explain why they selected a smile sticker for one of their pictures. Do the same for the "frown" sticker on each child's picture.

2. Have students cut one or two pictures from an old magazine showing an activity they enjoy doing at home or at school. Have the students tell the class why they enjoy the activity.

3. Have the students draw a picture of something they can do to help their parent(s), or other responsible adult. Have the students explain their picture to the class.

Every child in the class who wishes to share his or her pictures with the class should be given an opportunity. Since this might take a great deal of time, you may wish to do these activities in several class periods as a part of other regular class activities.

Suggested Readings for Class:

Borstein, Ruth. *Little Gorilla*. Boston: Seabury Press, Inc., 1976.

Brown, Marc T. *Arthur's Nose*. Boston: Little, Brown and Co., 1976.

Friskey, Margaret R. *Rackety, That Very Special Rabbit*. Chicago: Childrens Press, Inc., 1975.

Williams, Barbara W. *Someday, Said Mitchell*. New York: E.P. Dutton & Co., 1976.

First Grade—Self-Esteem

Objectives:

- Students will name and describe different groups to which they belong, such as church groups, teams, clubs, and the YMCA-YWCA.
- Students will describe group activities that they enjoy and tell why they enjoy those activities.
- Students will be able to explain what behaviors are appropriate in a given group and those which are not appropriate.
- Students will be able to identify three positive qualities in themselves and two other persons (one should be an adult and one should be another student).

Activities:

1. Have the students, as a group, list the groups to which they belong. As they are listing them write them on the board or on a flip chart. When they have completed the list (every student should contribute the name of at least one group or should be a member of at least one group), ask the students to pick one group and draw a picture of what they do in that group. Ask the students to label the activity with a one- or two-sentence description. Share the pictures and descriptions with the class. After sharing, have the students make a bulletin board of their pictures; title the board appropriately.

2. Have students draw pictures of somebody behaving appropriately in one of the groups to which they belong. Then have the students draw a picture of somebody behaving inappropriately in one of the groups to which they belong. Lead a class discussion of the activity.

3. Have students, as a class, list what they think are positive qualities in a person. Students may describe an acceptable action rather than a quality. Each action or quality should be listed on the chalkboard or flip chart. Instruct the students to select three of the qualities or actions from the list written on the board or flip chart that they think best describes them. Have the students write those qualities down by completing the sentence, "I am special because . . . ."

4. Have each student name two people they admire, one a peer and one an adult. Each student should then draw a picture of each individual they have chosen or obtain a photo of those individuals. Instruct the students to glue these pictures to the top of individual sheets of paper and to write down three actions or qualities from the class list that best describes the individuals. After this activity has been completed have the class make a bulletin board of their work. The students may also make a booklet of their work to eventually send home to parents as examples of class work.

Emphasize in class discussions the positive feelings the qualities and actions from the class list produce in students and others. Remind students of how these qualities and actions affect their behavior and how others react to them. Although the lesson did not

include a discussion about negative qualities and actions, a limited number of negative examples can be used to illustrate that such qualities and behaviors can lead to unpleasant or unhappy consequences. Use appropriate judgment to decide whether or how much to deal with the negative.

Suggested Readings for Class:

Borstein, Ruth. *Little Gorilla*. Boston: Seabury Press, Inc., 1976.

Brown, Marc T. *Arthur's Nose*. Boston: Little, Brown and Co., 1976.

Friskey, Margaret R. *Rackety, That Very Special Rabbit*. Chicago: Childrens Press Inc., 1975.

Mack, Nancy. *Why Me?* Milwaukee: Raintree Publishers, Ltd., 1976.

Stevens, Carla M. *Pig and the Blue Flag*. Boston: The Seabury Press, 1977.

Williams, Barbara W. *Someday, Said Mitchell*. New York: E.P. Dutton & Co., 1976.

Second Grade—Self-Esteem

Objectives:

- The students will understand that their behavior has consequences.
- The students will be able to describe why they are important to their family, friends, and the community.

Activities:

1. Have the students describe, as a group, all the things they can think of that families do with and for each other.

   Note: Take care to discuss the different kinds of families, such as two-parent, one-parent, foster, non-parent relative families, and even "families" that individuals put together who are not related at all in the usual manner. All these forms of family are "good" if they meet the needs of the individual. The important concept is for students to understand that they can receive support from such family groups.

2. Based on the discussion in Activity 1, have the students think of a helpful activity they do that makes someone else in their family feel good. Have them complete the sentence, "I make my family feel good by . . . ." Make a large scrap book of all the things that the members of the class have written down in conjunction with pictures that students cut out of magazines or drew. Start a display in the classroom of pictures or objects the class brings in for a "Show and Tell" session each week on "Things We Do for Our Families." Place the class scrapbook in the center of the display.

   As the display grows, comment on how many different things people do for others and how it makes others feel. Point out that others are more likely to do things that make the students feel good when the students do things that make others feel good. Take the lead with the children, using the display to illustrate how this principle works in daily life.

3. Have the students list three behaviors for which they get rewarded and three behaviors for which they are not rewarded. Lead a class discussion to illustrate why people are rewarded or punished for different behaviors. Stress that because certain behavior results in punishment, or at least is not rewarded, does not mean that the student is bad. Point out that sometimes "bad" behavior is something that everybody does occasionally, but that it makes people feel bad if others are hurt by that behavior. Tell the students that when they feel bad about something they've done, the best thing is to say they're sorry and then not dwell on the incident.

Resources:

- old magazines, scissors, glue, pictures of individuals selected by individual students
- small table for class display; colorful paper to decorate display

Suggested Readings for Class:

Carle, Eric. *The Mixed-Up Chameleon*. New York: Thomas Y. Crowell Company, Inc., 1975.

Mack, Nancy. *Why Me?* Milwaukee: Raintree Publishers, Ltd., *1976*.

Christopher, Matthew F. *Glue Fingers*. Boston: Little, Brown and Company, 1975.

Meddaugh, Susan. *Too Short Fred*. Boston: Houghton Mifflin Company, 1978.

Stevens, Carla M. *Pig and the Blue Flag*. Boston: The Seabury Press, 1977.

Udry, Janice M. *How I Faded Away*. Chicago: Albert Whitman & Company, 1976.

Third Grade—Self-Esteem

Objectives:

- Students will develop skills and behaviors that will enhance group membership and help develop friendships.
- Students will learn to recognize differences in themselves and others and should understand that "being different" is OK.
- Students will identify qualities or behaviors in themselves and others that enhance or detract from the image they have of themselves or that others have of themselves.

Activities:

1. Divide class into groups of five or six individuals. Give them all a common task such as creating a poster about drug and alcohol abuse, vandalism, smoking, or school spirit. Have each group decide what their poster will be about, what it will say, and the kind of picture that will be on it. Tell each group they must select specific people to do specific tasks. The groups should decide on the specific tasks, which should include drawing a rough draft of the poster, gathering information about the topic, and finding or drawing pictures that can be used on the poster. Other tasks the group might consider necessary are acceptable as long as the group performs the above three mandatory tasks. Instruct the groups that they should prepare the poster for display in two weeks; at that time the posters will be displayed in the classroom.

   Note: Perhaps have another teacher or the principal look at the posters and select one or more for display somewhere outside of the classroom. Area businesses may possibly display them in their windows. Also make positive comments on the efforts of each group and perhaps plan an appropriate reward for the entire class. The style of teaching and the nature of the class will determine what is most appropriate in this regard.

2. Declare a special week for "celebrating differences." You may wish to designate each day of the week as an opportunity to explore some area of difference. Racial, cultural, physical, intellectual, and personality differences are examples of "days" you could schedule. You can encourage students to bring in costumes or objects representing all the differences; this will add excitement to the class. *Pay particular attention to those groups and individuals who differ from the norm or the majority*; the class can discuss and understand that the norm or the majority is not the only desirable model. Racial minorities and people with handicapping conditions are examples of these groups and individuals.

3. Provide all the students with the poem entitled "Why I Like My Friends" (see p. 25) and have them underline or circle the qualities that they feel makes a good friend. After discussing their answers, ask them to add other qualities which make for good or bad friends. Have the students decide if a particular item is a characteristic of a good or bad friend.

   Note: The items in this poem are not all positive or negative; they can often be interpreted either way. Some may be items that students need to learn to handle since individuals may have little or no control over such characteristics. Introduce the concept of toleration of others as an integral part of this lesson through class discussion.

Resources:

- poster boards
- paints, magic markers, crayons, etc.
- enough copies of the "Why I Like My Friend" list for each student (see p. 25)

Suggested Readings for Class:

Carle, Eric. *The Mixed-Up Chameleon*. New York: Thomas Y. Crowell Company, Inc., 1975.

Christopher, Matthew F. *Glue Fingers*. Boston: Little, Brown and Company, 1975.

Little, Jean. *Stand in the Wind*. New York: Harper & Row Publishers, Inc., 1975.

Mack, Nancy. *Why Me?* Milwaukee: Raintree Publishers, Ltd., 1976.

Meddaugh, Susan. *Too Short Fred*. Boston: Houghton Mifflin Company, 1978.

Stevens, Carla M. *Pig and the Blue Flag*. Boston: The Seabury Press, 1977.

Taylor, Paula. *Johnny Cash*. Mankato, MN: Creative Education, 1975.

Udry, Janice M. *How I Faded Away*. Chicago: Albert Whitman & Company, 1976.

Wilkinson, Brenda S. *Ludell*. New York: Harper & Row Publishers, Inc., 1975.

Third Grade—Self-Esteem

Why I Like My Friends

MY FRIENDS
are friendly most of the time
smile a lot
seldom laugh
listen to me when I want to talk about something important to me
buy me things
talk too much
are strong
steal things
take their turn but don't push ahead of others
are kind
are smart
are unfriendly
don't smile a lot
laugh a lot
are funny looking
are crabby
cheat
have a nice house
are dirty and smelly
are good looking
work hard
talk too loud
are good sports players

Sample Lesson

Fourth Grade—Self-Esteem

Objectives:

- Students will understand the relationship between personal health and self-esteem.
- Students will be able to list at least three ways in which they can influence how they feel about themselves.

Activities:

1. Have the class read the chapters in your school's health text that deal with exercise and nutrition. Discuss these chapters and have the students each make a "Good Health" chart listing good nutrition and exercise habits. Stress that good nutrition provides the fuel for exercise and for all the other work the body does.

2. Have a health professional visit the class and describe the emotional stress of poor health and illness. Have the guest discuss the positive emotional benefits of good health based on good nutrition and exercise. Obtain pamphlets from the county or city public health nurse that deal with this topic and hand them out to each student.

3. Have each student establish a plan to improve individual nutrition and exercise habits. The plans should include an intention to eat less candy, eat regularly, not skip meals, walk or run a certain distance regularly, and participate in active games or sports. Have the students use the forms on pp. 27-28, *My Health Plan* and the *Daily Health Plan Record*, to guide them with their plan. Have each student keep a record of how well he or she adheres to the plan and how he or she feels. Most of these students will be in good health and may not experience a great deal of difference, but even these students should be able to recognize a change in the way they feel after healthy exercise or eating. Stress how important it is for the students to plan throughout their lives to maintain health and emotional well-being.

   Note: Have each student turn in the *Health Plan Record* daily; keep the records in individual folders for one week. At the end of one week hand the folders back to the students and discuss their experience with them. Since most will not easily recognize the nutrition-exercise-feeling good relationship, emphasize it once again and make the point that people feel best about themselves when they feel good physically. Although the students were not asked to record their sleeping habits, you may want to bring up this topic in the discussion. If someone "lost" sleep during the week, you will be able to point out the physical and the emotional effects of loss of sleep, such as crabbiness.

My Health Plan

Name: _____

Address: _____

Date: _____

Foods I Eat Now: _____

Foods I Will Eat Less Of: _____

Foods I Will Eat More Of: _____

Exercise I Get Now: _____

Exercise I Will Get Daily: _____

I Promise Myself I Will:

- Eat three meals each day.
- Not skip breakfast or any other meal.
- Eat the right foods each day.
- Get regular exercise every day.

Fourth Grade—Self-Esteem

Daily Health Plan Record

Name: _____
Date: _____
Things I Ate Today: _____

Breakfast **Lunch** **Dinner**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Did I Follow My Plan? Yes ☐ No ☐

Exercise I Did Today:

1. _____
2. _____
3. _____
4. _____
5. _____

Did I Follow My Plan Today? Yes ☐ No ☐

How Do I Feel Today? Not So Good ☐ Fair ☐ Good ☐ Very Good ☐

Write Down Why You Circled The Answer Above:

_____
_____
_____
_____
_____

Suggested Readings for Class:

Herman, Charlotte. *The Difference of Ari Stein*. New York: Harper & Row Publishers, Inc., 1976.

Little, Jean. *Stand in the Wind*. New York: Harper & Row Publishers, Inc., 1975.

Mack, Nancy. *Why Me?* Milwaukee: Raintree Publishers, Ltd., 1976.

Neigoff, Mike. *Runner-Up*. Chicago: Albert Whitman & Company, 1975.

Pevsner, Stella. *Keep Stompin' Till the Music Stops*. Boston: The Seabury Press, 1977.

Smith, Doris B. *Kelly's Creek*. New York: Thomas Y. Crowell Company, Inc., 1975.

Stevens, Carla M. *Pig and the Blue Flag*. Boston: The Seabury Press, 1977.

Taylor, Paula. *Johnny Cash*. Mankato, MN: Creative Education, 1975.

Wilkinson, Brenda S. *Ludell*. New York: Harper & Row Publishers, Inc., 1975.

■ Sample Lesson

Fifth Grade—Self-Esteem

Objectives:

- Students will identify and value their own personal qualities and the qualities of others.
- Students will recognize how their self-image is influenced by their personal qualities and abilities.

Activities:

1. Have the students keep a diary for one week in which they record each positive thing they do for themselves or others. They should record things such as favors they did for someone, helping someone with a task, saying something nice, and some enjoyable activity they did. The students should try to record this on a daily basis at the end of one day or the beginning of the next. At the end of the week, have the students read the diary to themselves and write a short paragraph describing what they like about themselves. Without revealing the identity of the authors, read and discuss several of the paragraphs. Point out to the class that each student has many positive qualities and each should be appreciated by himself and herself and others.

2. Have the students keep a second diary in which they observe and record positive things others do to help friends. At the end of one week have the students present their findings to the rest of the class. Discuss with them what they have recorded. Ask them then to pick one of the people they wrote about and describe what kind of a person would do the things that individual did.

3. Ask each student to write about five things they like to do and five things they like about themselves. Discuss why people enjoy doing things well, emphasizing that people do things well because they are born with some skills that are stronger than others. Discuss with the class why they define themselves as good students, good athletes, or good chess players, for example. Tell them that each of them is born with many skills and they can choose to develop any of them. Point out to them that an individual who cannot do something well should not feel that he or she is a lesser person because of it; each person can do some things better than others can. Tell the students that one of the most interesting parts of life is finding out what they can do well and trying to enjoy those things fully. Also, tell them that school provides one place for them to try many things so they can discover what they can do and enjoy.

Suggested Readings for Class:

Herman, Charlotte. *The Difference of Ari Stein*. New York: Harper & Row Publishers, Inc., 1976.

Little, Jean. *Stand in the Wind*. New York: Harper & Row Publishers, Inc., 1975.

Neigoff, Mike. *Runner-Up*. Chicago: Albert Whitman & Company, 1975.

Pevsner, Stella. *Keep Stompin' Till the Music Stops*. Boston: The Seabury Press, 1977.

Smith, Doris B. *Kelly's Creek*. New York: Thomas Y. Crowell Company, Inc., 1975.

Taylor, Paula. *Johnny Cash*. Mankato, MN: Creative Education, 1975.

Wilkinson, Brenda S. *Ludell*. New York: Harper & Row Publishers, Inc., 1975.

Media Resource:

Liking Me: Building Self-Esteem. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Sample Lesson

Sixth Grade—Self-Esteem

Objectives:

- Students will learn that helping others is one way to feel good about themselves.
- Students will learn by observation how their actions can make someone else feel good.

Activities:

1. Take the class on a field trip to a nursing home or to the pediatric ward at a hospital. Have the class sing or present some other program to the patients. Encourage the students to talk to individual patients about topics both feel comfortable discussing.

2. Have the class select a special service project; help them plan how to accomplish it, then carry it out. Have each student write a short description of what the project achieved and how doing it made them feel.

   Note: These activities will require that you clear your project with school administration and make appropriate arrangements with the administration of any institution you plan to visit or work with. Parental permission for student participation is also required. Handling these tasks and other logistical problems that might arise are worth the effort to give the students this kind of experience.

Suggested Readings for Class:

Bailey, Pearle. *Duey's Tale*. New York: Harcourt Brace Jovanovich, Inc., 1975.

Herman, Charlotte. *The Difference of Ari Stein*. New York: Harper & Row Publishers, Inc., 1976.

Lampman, Evelyn S. *The Potlatch Family*. New York: Atheneum Publishers, 1976.

Little, Jean. *Stand in the Wind*. New York: Harper & Row Publishers, Inc., 1975.

Neigoff, Mike. *Runner-Up*. Chicago: Albert Whitman & Company, 1975.

Pevsner, Stella. *Keep Stompin' Till the Music Stops*. Boston: The Seabury Press, 1977.

Pfeffer, Susan B. *Marly the Kid*. New York: Doubleday & Company, Inc., 1975.

Smith, Doris B. *Kelly's Creek*. New York: Thomas Y. Crowell Company, Inc., 1975.

Taylor, Paula. *Johnny Cash*. Mankato, MN: Creative Education, 1975.

Wilkinson, Brenda S. *Ludell and Willie*. New York: Harper & Row Publishers, Inc., 1977.

Wilkinson, Brenda S. *Ludell*. New York: Harper & Row Publishers, Inc., 1975.

Seventh, Eighth, and Ninth Grades—Self-Esteem

Objectives:

- Students will demonstrate a knowledge of the concept of self-esteem.
- Students will learn methods of enhancing self-esteem.

Activities:

1. Have the students select one historical figure and research that individual's life. Encourage individual class members to pick people they identify with for cultural, racial, gender, or ethnic reasons. Their research should answer the question "What kind of self-concept/esteem did this individual have?" Have them write a one-page paper on their conclusions regarding how this individual's self-esteem/concept affected his or her actions and life. Have half of the class write on individuals who are considered villains in history, such as Adolf Hitler, and have half write about individuals who are considered heroes, such as Eleanor Roosevelt or Martin Luther King. This will allow for a more complete discussion of the connection between self-concept and behavior.

   Give the students no more than two weeks to complete this assignment before collecting the papers. Pick several papers at random and read them aloud to the class, asking the students whether they agree or disagree with the writer's conclusions. Discuss, in as much detail as the class wishes and time allows, how self-esteem played a part in the historical person's actions.

2. Have each student select a family member who he or she feels has a good self-concept and high self-esteem. Have the students interview the persons they have chosen to find out what they would do if they were faced with great difficulties. Have each student report to the class what he or she found.

3. Have the class develop a list of ways individuals can help themselves feel better and enhance their self-esteem. Make the point that all ways do not work for everyone but that something works for everyone. Do not prevent any class member from adding any suggestion but be sure to include the following methods (it may be useful to start with one or two of these methods):

   Students should decide on an activity. Students should set a task that they can reasonably expect to accomplish in a short period of time (two hours or less). Examples might be for them to clean their room, clean the garage, or wash the car. They might also go to a movie (a cheerful one), ride a bike, jog a mile (or less), or take a walk. The activity should involve something they enjoy doing or something that will make their environment more pleasant.

   Students should make a list of all the good things they can think of that describe themselves or what they do. Everyone can make such a list if they really think about it.

When students deal with a difficult issue or something they see as a problem, they should talk to someone, a friend or adult, who will understand how they feel and who will help them understand that most problems either go away, can be solved, or can be lived with successfully.

Note: When the class finishes this list, point out to your students that they have just demonstrated that they can think of actions to help them improve their self-esteem. Point out that self-esteem is not mysterious; that it has to do with how positive students feel about themselves and that they can control that feeling in large part by the kinds of actions they have listed.

Suggested Readings for Class:

Bailey, Pearl. *Duey's Tale*. New York: Harcourt Brace Jovanovich, Inc., 1975.

Lampman, Evelyn S. *The Potlatch Family*. New York: Atheneum Publishers, 1976.

Pfeffer, Susan B. *Marly the Kid*. New York: Doubleday & Company, Inc., 1975.

Wilkinson, Brenda S. *Ludell and Willie*. New York: Harper & Row Publishers, Inc., 1977.

Media Resources:

Building Self-Confidence. Videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Who Am I?: Looking at Self-Concept. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Self-Concept: How I Know Who I Am, 1988. Filmstrip or videocassette. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Tenth, Eleventh, and Twelfth Grades—Self-Esteem

Objectives:

- Students will recognize that they are developing the sexual, emotional, mental, and physical resources to meet the challenge of adulthood.
- Students will recognize that their self-concept and self-esteem are controlled by their ability to handle problems and their ability to deal with what they perceive others to think about them.

Activities:

1. Have the students form groups of no more than six individuals to develop a list of concerns they feel are most important to them. Discuss these lists as a class, noting any similarities or differences. Have each group select one or two of these concerns and develop strategies to deal with those problems.

2. Have the class select, plan, implement, and complete a community or school project. After the project is completed have the students write a short report on how they felt while working on the project. Emphasize that one way of feeling good about themselves is for them to do something of value for others.

Media Resources:

Me Power: Building Self-Confidence. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Building Self-Confidence. Videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

3

Focus

This unit focuses on students' feelings and emotions. For the guide's purposes, *feelings* are emotional states that an individual experiences. Emotions can connote feelings that develop to such a state of intensity that they become evident to others. While these definitions may differ from textbook definitions, they are useful shorthand descriptions of mental health concepts in the educational setting.

Two major experiences that most people have in common are family and school. Either experience may be positive or negative. Society expects the educational system to complete not only the task of educating children academically, but also to provide them with many opportunities to develop emotionally. These opportunities for emotional development are not always planned; they are a part of the school environment. Students need to learn from their first day in school to graduation how to deal with the microsociety of the school. In this semi-protected atmosphere, they learn the skills and gain the confidence to survive in the larger society.

Controlling and Using Feelings and Emotions

The principal survival skill that students must learn is that of controlling and using their feelings and emotions to cope with life's daily pressures. The following definition of "adults" describes education's goal of helping individuals become sufficiently mature and knowledgeable in order to deal with their lives effectively:

The principal survival skill that students must learn is that of controlling and using their feelings and emotions to cope with life's daily pressures.

> **Adults:** people who can both control and use their own emotions. They can live through the minor irritations of the day without periodic outbursts of temper. They do not suffer from chronic hostility or chronic anxiety and can bear injustice without trying to "get even." They do not constantly crave the excitement of being in love, and can face frightening situations without going into a panic. They can control their drives enough so that they do not get in the way of their objectives or their relations with others.
>
> On the positive side, adults can enjoy their own emotional resources and can love, laugh, and be pleased with pleasant things. They can feel both anger and fear in a normal way but can control their expressions and even use them constructively, and they can reach out for what life may have to offer them.
>
> This definition rules out the bad-tempered, the hostile, the overanxious, the fear-ridden, and the moody on the grounds that they do not control their emotions but allow their emotions to control them. It also rules out the experimenters in sex or drugs, because they are likely to damage

both themselves and others and because they have made the search for an emotional thrill a goal in life.

Adults have also found some way of sublimating their basic drives so that they can unload emotions without harm to themselves or to those near them. They have learned to tolerate a moderate degree of frustration—or, if the degree becomes excessive, they can alter their lives so as to avoid difficulties without losing the emotional warmth and joy that they should be able to feel. (Cole and Hall, 1970, p. 634)

The importance of learning to deal with one's emotional state cannot be underestimated in the area of suicide prevention.

The importance of learning to deal with one's emotional state cannot be underestimated in the area of suicide prevention. Suicide is associated with an emotional state of hopelessness. Prevention of suicide rests on two concepts: development of internal coping abilities and instilling in an individual the ability to recognize the need for help and a capacity to ask for help when needed. In the absence of either or both of these internal skills, suicidal individuals must rely on intervention, the ability of others to recognize when they need help, and the commitment of others to obtain help for them.

Goals

- To have students recognize and express the concept that feelings are normal.
- To have students learn that feelings are normal responses to given situations.
- To have students learn specific methods to cope with feelings and emotions that make them uncomfortable.

References

Cole and Hall. *Psychology of Adolescence*, seventh ed. Fort Worth, Texas: Holt, Rinehart and Winston, 1970.

Sample Lessons to Implement Unit (K-12)

The following sample lessons involve helping the students examine the relationship between feelings and emotions. The purpose is to help young people understand the universality of feelings and emotions, how to recognize them, gain control over them, and use them in a positive manner. The exercises are designed to allow students to have fun while they learn. In the exercises there are no "wrong answers," just answers that help each individual child understand how unique he or she is.

Kindergarten—Feelings and Emotions

Objectives:

- Students will recognize and describe feelings.
- Students will understand and describe the emotions of glad, sad, mad, and scared.
- Students will learn to express the emotions of glad, sad, mad, and scared in an appropriate way.

Activities:

1. Bring a small animal to class. It should be gentle and unlikely to bite or scratch. Spend time encouraging each class member to handle the animal. It might help if someone brought several small animals in at the same time, such as a litter of puppies or kittens. This will make it easier to give the class an opportunity to play with them. After everyone has had a chance to play with the animal(s), talk to the class about how the animal(s) probably felt. Have the students tell what they did with the animal and how it reacted. Did it bark at them? cuddle? pull away? Have the students describe how the animal felt, e.g., soft, warm, or wiggly. Have them tell how they felt, e.g., happy, nervous, or afraid. Point out to the class that everybody has feelings; that some of the feelings are glad ones, some are sad ones, some are mad ones, and some are scared ones. Ask the students to talk about what kinds of feelings they have and when they have those feelings.

2. Have the students bring in old magazines from home that they can cut up. Divide the class into four groups. Have each group cut out pictures that illustrate things which make them feel an emotion such as mad, sad, glad, or scared. Assign each group one of the emotions. When they have cut out all their pictures, have them paste the pictures into a collage. Have each group explain why they chose these pictures.

3. Divide the class into groups; tell them that they are going to draw a cartoon of Garfield (or some other popular comic book character such as Batman). Tell them that their cartoons should "tell" stories about how they would feel if they were glad, sad, mad, or scared. Assign or have each group select one of the emotions and draw a picture of the chosen character feeling that emotion. When the groups are done, have them explain their pictures to the rest of the class, indicating why the character is feeling the way it is. If the class is able, have them talk about how individuals can make themselves feel better.

Suggested Readings for the Class:

Behrens, June York. *How I Feel*. Chicago: Childrens Press, Inc., 1973.

Berkey, Barry R., and Velma A. Berkey. *Robbers, Bones and Mean Dogs*. Reading, MA: Addison-Wesley Publishing Company, Inc., 1978.

Clifton, Lucille. *Amifika*. New York: E.P. Dutton & Company, Inc., 1977.

Conaway, Judith. *I'll Get Even*. Milwaukee: Raintree Publishers, Ltd., 1977.

Conaway, Judith. *Sometimes It Scares Me*. Milwaukee: Raintree Publishers, Ltd., 1977.

Dragonwagon, Crescent. *Will It Be Okay?* New York: Harper & Row Publishers, Inc. 1977.

Kroll, Steven. *That Makes Me Mad!* New York: Pantheon Books, 1976.

Riley, Susan. *What Does It Mean? Afraid*. Elgin, IL: Child's World, Inc., 1978.

Ross, G. Maxim. *When Lucy Went Away*. New York: E.P. Dutton & Company, Inc., 1976.

Schlein, Miriam. *I Hate It*. Chicago: Albert Whitman & Company, 1978.

Showers, Paul. *A Book of Scary Things*. New York: Doubleday & Company, Inc., 1977.

Zolotow, Charlotte S. *The Hating Book*. New York: Harper & Row Publishers, Inc., 1969.

First Grade—Feelings and Emotions

Objectives:

- Students will be able to identify emotions and recognize the effect they have on the body.
- Students will be able to describe positive qualities in themselves and others.
- Students will be able to describe the importance of being in a group and what it feels like to be included or excluded.

Activities:

1. Give examples to the class of how emotions can affect their bodies. For example:

   Scared: Describe cases where persons in a car or truck accident have been able to push heavy steel frames on the doors apart so that they could escape. Explain to the class that this is sometimes possible because fear triggers a physical reaction in the body that releases adrenaline, making a person's muscles much stronger than normal.

   Mad: Tell the class that when a person becomes angry, the body secretes more acid in the stomach. When there is more acid in the stomach, one often gets a stomachache and, after a period of time, may develop an ulcer.

   Glad: Tell the class that when something pleasant happens people feel like they have more energy. If more good things happen than unpleasant things people don't tire as quickly, they can solve problems (like math) more readily, and it's easier for them to work because they are more alert.

   Sad: Tell the class when people are sad their bodies slow down and often don't have the energy needed to do their work. Sometimes it is difficult for people to sleep when they are sad; at other times they sleep all the time.

   Summarize by saying that feelings are powerful and students need to realize how feelings affect the way they act so that they don't get as upset over what happens to them when they are mad, sad, glad, or afraid. Let the class give examples of their experiences with feelings and how those feelings affected how they acted. Have the class draw a picture of one incident to show how feelings and actions are connected. When they are done, have them draw another picture that illustrates ways to deal with the effects of feelings on their bodies. Let them know they can handle emotions in many ways, such as sleeping, doing an activity, setting a realistic goal that can be accomplished in a relatively short time, cleaning their room, or reading a good story in a magazine.

2. Have each child bring in a photo of himself or herself. You might want to have an instant camera available to take pictures of any student who forgets the photo. Paste the photo at the top of a piece of paper; divide the paper into two columns (or in half lengthwise). On the top of the left column have the students write, "I am special

because . . . ." On the remaining portion of the paper have them write, "Things others think are my good points." Instruct the students to write at least five positive things they feel are special about themselves in the appropriate column. When they finish, have several students share the items they have written down. Then tell the class to pass their papers to a neighbor and to write down one positive thing about the person whose paper they have. Repeat this several times until each student has several items on his or her paper from others. Collect the papers and select several to share and discuss with the entire class. After you have had an opportunity to read all the papers to be sure that no one has written anything hurtful about a classmate or has revealed something too confidential, display all the papers on a bulletin board. Discuss with the class the similarities and differences of their views of themselves and the view that others have of them. Ask the students to explain why they think there is a difference.

3. Introduce the class to the idea of how natural it is for people to be part of a group. On the chalkboard, make a list of all the groups to which the students belong. Point out that groups are formed for many purposes but that they all exist because several people feel that a particular activity is important enough or fun enough to spend time and energy on. Tell students that groups give people a chance to do many things they could not do alone; they enable people to share the cost in time, energy, and money for these activities in order to afford them. Also tell students that people need time with other people to feel good and groups provide this opportunity. Instruct the class to pick one of the groups they or their families belong to and make a booklet about what the group does, including three things they like best about the group, how it feels to be a part of the group, and how they would feel if they were not part of the group because the group would not accept them. Discuss with the class several of the students' examples.

   Note: Throughout this lesson you may think of examples from your own life: when it may help the students to understand the concepts, it is appropriate to share these experiences with the students. This sharing is valuable because it allows the students to understand the importance of groups throughout their lives and it gives them real examples of how groups have affected a trusted adult.

Suggested Readings for the Class:

Behrens, June York. *How I Feel*. Chicago: Childrens Press, Inc., 1973.

Berkey, Barry R., and Velma A. Berkey. *Robbers, Bones and Mean Dogs*. Reading, MA: Addison-Wesley Publishing Company, Inc., 1978.

Clifton, Lucille. *Amifika*. New York: E.P. Dutton & Company, Inc., 1977.

Conaway, Judith. *I'll Get Even*. Milwaukee: Raintree Publishers, Ltd., 1977.

Conaway, Judith. *Sometimes It Scares Me*. Milwaukee: Raintree Publishers, Ltd., 1977.

Dragonwagon, Crescent. *Will It Be Okay?* New York: Harper & Row Publishers, Inc. 1977.

Kroll, Steven. *That Makes Me Mad!* New York: Pantheon Books, 1976.

Riley, Susan. *What Does It Mean? Afraid.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Angry.* Elgin, IL: Child's World, Inc., 1978.

Ross, G. Maxim. *When Lucy Went Away.* New York: E.P. Dutton & Company, Inc., 1976.

Schlein, Miriam. *I Hate It.* Chicago: Albert Whitman & Company, 1978.

Showers, Paul. *A Book of Scary Things.* New York: Doubleday & Company, Inc., 1977.

Zolotow, Charlotte S. *The Hating Book.* New York: Harper & Row Publishers, Inc., 1969.

Sample Lesson

Second Grade—Feelings and Emotions

Objectives:

- Students will differentiate between pleasant and unpleasant emotions.
- Students will compare responsible and irresponsible expressions of emotions.
- Students will identify and be sensitive to outward expressions of inner feelings.
- Students will know that their behavior has consequences.

Activities:

1. With the class as a whole, make two lists on the chalkboard: one list should be entitled, "Things that make people feel happy"; the other should be entitled, "Things that make people feel unhappy." Divide the class into groups and have each group select one "happy" and one "unhappy" thing to write a short story about. The groups should either draw or cut out pictures from magazines to illustrate their stories. When they have finished have the groups share their stories with the rest of the class. Discuss the stories and make them relevant to the students by asking how they might have felt in the same situation—would it have been the same or different? Display the stories and pictures in the classroom.

2. Ask for volunteers for the following role plays.

   Role Play One: *Mad*

   Student A has a bad day. His parent(s) have scolded him because he did not take care of his fish and it died. Also he was late getting home from school because he couldn't find his glasses. Because he was late, he missed out on going to a movie with the next door neighbor and his sister took his place. A friend, student B, comes over to him and asks to use his bike to run an errand. Student A yells at student B and says, "No." He also complains that he is tired of B always borrowing his bike. Student B looks hurt and says that she lends student A things too and that she does not want A to yell at her.

   After the volunteers have had a chance to elaborate on this role play, stop them and discuss the role with the class. Ask them questions such as
   "Why did A get mad? Was that B's fault?"
   "How could B handle this situation?"
   "What could A do to prevent this situation or correct it?"

   Role Play Two: Same as above but students should use suggestions of the class to change their reactions.

   Role Play Three: *Glad*

   A family member has just given Student A $5.00 (you may want to say that she has won a contest or found the money). A is very happy and plans to spend the whole $5.00 on treats. A sees student B; B seems unhappy. B has a frown on his face, his head is hanging down, and he is just sitting on the porch of his house staring at the ground. A does not know B has just found out that his family has to move and must

leave in a week. B has always lived in the same house and has many friends he will have to leave behind. B's new home will be too far away to visit his present friends. A calls to B in a cheerful voice and invites him to go for treats, but B refuses. A tries again to get B to come along but is not successful. B still mumbles a "no," but does not tell A what the problem is. A gets angry and says she really didn't want to share treats with a spoilsport anyway and walks off. A tries once again to get B to come with her. Ask the same discussion questions for this role play as the others.

Role Play Four: Same as "Role Three" except use the discussions to have students act out how the situation could have been handled better.

3. Read and discuss with the class "Tim's New Friends" (see pp. 48-49). To facilitate class discussion, use the following questions:
   - How do you think Tim felt starting at a new school?
   - How do you think he felt walking to school when no one talked to him?
   - Why were the other students mad at him for answering Mr. Johnson's questions?
   - Why did the other students copy how Tom and Cindy treated Tim?
   - Was it a good thing that Tim ran off to the far corner of the playground? Why?
   - Was Mr. Johnson helpful? Should he have done more?
   - Was the baseball game a good way for Tim to make friends?
   - Why did Tim keep the secret that he could sing like a bird?
   - Do you think that Tim, Tom, and Cindy can be good friends? Why do you think this?

Second Grade—Feelings and Emotions

Tim's New Friends

(The following story is used with special permission from the author, Ruth Gabrielson.)

Tim was new in school. He had come from a town very far away and he didn't know a single person. Tim liked to play baseball very much, but he had a very special secret that he would not tell anyone. Sometimes, back at his old house in the town he used to live in, he would go to the park near his house. He would look to his left. He would look to his right. He would look in front and in back of himself. He would make very sure that there was no one nearby and then he would start to sing. He sang softly, listening to the birds. It was like the birds were singing with him. He sang so many times with the birds that he could make the same sounds they did.

Tim loved to play a joke on his mother. He would hide outside the window and make the sounds of a cardinal or a whippoorwill. His mother would look and look for the bird with the beautiful song but she could never find it. After a little while Tim would pop up and yell, "Surprise, it's me!" and his mother would laugh. Tim's old house and his old town and his old school were happy places. He was very afraid that his new house and his new town and his new school would not be happy places.

On the first day of school he took his new book bag, with the new Snoopy pencils and the Garfield paper, and started to walk. On the way he saw many other boys and girls. Some were older than he was, some were younger, and some were just his age. They were laughing and talking with each other, but no one talked to him. They were running, and jumping, and playing games, but no one played with him. No one seemed to know that he was there. He felt very lonely.

When he got to the school Tim went inside with the other kids. He went to his room where Mr. Johnson, his new teacher, told him where to sit. Mr. Johnson was tall and had black hair. Most of all Tim liked the kind face his new teacher had and thought maybe things would be OK after all. When Mr. Johnson asked if anyone would like him to read a story, Tim said "yes" right along with the rest of the class. When they talked about the story afterwards and the teacher asked questions, Tim was happy because he could answer two of the questions. Two of the other kids in the class looked at him real hard when he answered; they did not look like they liked Tim. They looked like they were mad. At recess one of them, Cindy, pushed Tim against the school wall, and said, "You think you're so smart. You don't even know nothin'. You better keep your mouth shut and let kids who belong here talk. If you don't, you'll really get it." Tim wasn't happy; he was unhappy and he was very lonely. He was afraid because the other kid who looked at him so mean, Tom, started teasing him. Tom called Tim "booger face" and "hose nose." Pretty soon other kids were thinking up all kinds of names to call him—like "stupid loopy," "Tim-Tim," and "jerk." There was a lump in his throat that really hurt and his eyes began to water. Finally he couldn't hold it back and the tears began to stream down his face. That made it worse; the other kids laughed and teased him even more. He ran off to the very, very farthest corner of the playground, to where there was no one else; to where he could be all alone.

Tim sat down and closed his eyes. Maybe if he couldn't see the other kids he could pretend they weren't there. Maybe he could forget all the bad things that they had said to

him. Just maybe he could make himself feel better by thinking of things that were nice in his life. He had a real nice Mom and she really loved him. Even when she was mad at him or at something he'd done, he knew she loved him. He knew that she would stop being mad and give him a hug to show him she still cared. Closing his eyes helped a little but he could still hear the other kids and he couldn't forget the things they had said. He stopped crying and felt better; the tears had helped take away that lump in his throat that had hurt so much.

Suddenly he heard the song of a bird. It was singing just for him; no one else was around. The song was like his mother's hug. It made him feel even better than the tears. It was a very pretty song that made him want to sing along with the bird. His eyes were still closed and he began to sing; he sounded just like the bird. First the bird would sing, then Tim would sing, then they would sing together. He felt even better. He knew that no one else in the school, maybe no one else in the town, could sing like he could sing. No one else could sing with the birds.

"That was very good, Tim," a voice said. Tim opened his eyes; there stood Mr. Johnson. "Why are you way over here? Why aren't you playing with the rest of the children? Why aren't you finding new friends?" "Dunno," said Tim.

"I bet you had some trouble with the other kids, didn't you?" Mr. Johnson said.

Tim looked up at him for a little while; Mr. Johnson waited. "I guess so," Tim replied. Tim wished that Mr. Johnson would go away; he didn't want to talk, he just wanted to go home. He wanted to see his mother. He wanted to get a hug from her. He just wanted to feel comfortable again.

Mr. Johnson looked down at him for a long time. Finally he reached out his hand and he said, "Come with me." Mr. Johnson pulled him up and they began to walk towards the other boys and girls. "Can you play baseball?" Mr. Johnson asked.

Tim looked him right in the eye and almost shouted out, "Yes."

The teacher smiled his kind smile and just kept on walking toward the others. "Tom, bring that bat and ball over here," he said.

Tom came running with the bat and ball; he looked at Mr. Johnson kind of funny. "Whatcha gonna do?" he said. "Play ball," Mr. Johnson said. "Tom, you choose sides and pitch for your team."

As soon as the teams were chosen they began to play. Tim's team got a runner on base just before he came up to bat. The runner was Cindy, the girl who had picked on Tim first. Tom was a very good pitcher and Tim wanted to get a hit. The first pitch was a perfect strike and Tim was worried he wouldn't hit the ball at all. He swung at the second pitch with all his might. There was a loud "crack" as the bat hit the ball. Up the ball went. It went over the pitcher, it went over the second baseman, and it went over the centerfielder. Tim ran to first; his team yelled and yelled for him to go to second. Off he went for second base. The centerfielder threw the ball to the second baseman. Tim dove, but not in time. "You're out!" yelled Mr. Johnson.

Tim was sad, he really had wanted to be safe, then all the kids would know he was a good ball player. Maybe then they would have started to like him. He looked over at Tom. Tom was staring at him. "That was my best pitch and you hit it! You almost got a double. You really try hard, that's great!" Tom said.

Tim looked at Mr. Johnson, then he looked at Cindy, then he looked at Tom and all the rest of the boys and girls in his class. Maybe he would make new friends and play baseball and still answer Mr. Johnson's questions. Best of all, though, he still had his secret: there were two things he could always count on—his mother loved him and he could sing better then anyone else, at least better than any of the kids in THIS town.

Third Grade—Feelings and Emotions

Objectives:

- Students will be able to describe how an individual's behavior can be helpful or harmful in various situations.
- Students will be able to identify ways in which physical health affects emotions.
- Students will be able to identify factors which enhance or detract from a positive self-image.

Activities:

1. Discuss with the class how they would act if they wanted to get someone to do something for them. Use specific examples, such as kids wanting to go to the movie and needing permission and money from their parents; how would they go about asking their parents? Other examples might be the students getting new clothes or getting help from a friend to do homework or to lift a heavy object. Bring in many weeks worth of the newspaper comic page; have the students find examples of how the cartoon characters behave in ways that are helpful or harmful to themselves and others. *Peanuts, Garfield, Hagar,* and *Blondie* are good comic strips for this purpose.

2. Have a health professional visit the class and talk about how physical health affects emotions.

3. Have each student write down at least five things they like about themselves. Then tell them that their self-esteem can depend on the things they like about themselves and they should remember that all of them have many things that they can like about themselves. Tell the students sometimes other things may cause them to dislike something about themselves, and, if they are not careful, some things may trick them into not liking themselves. Help the class list things that make them like themselves and things that make them dislike themselves. Have the class choose partners. One partner should pretend not to like himself or herself, then the other should help the first student find reasons to like himself or herself. After a set time you should have the students switch roles.

Suggested Readings for Class:

Behrens, June York. *How I Feel.* Chicago: Childrens Press, 1973.

Berkey, Barry R., and Velma A. Berkey. *Robbers, Bones, and Mean Dogs.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1978.

Riley, Susan. *What Does It Mean? Afraid.* Elgin, IL: Child's World, 1978.

Robinson, Nancy. *On The Balance Beam.* Chicago: Albert Whitman & Company, 1978.

Fourth Grade—Feelings and Emotions

Objectives:

- Students will understand how their actions and those of others can influence their self-esteem.
- Students will learn how to use communication skills effectively to promote better interpersonal skills.
- Students will recognize the impact of emotions on decision-making.

Activities:

1. Select several students as subjects of this activity. Have each of them sit on a chair in front of the class. Have each person in the class think of one positive thing they can say about the subject. Have each class member tell the subject that positive thing out loud. Repeat until the class has complimented all subjects out loud. Have each student tell the class how it felt to hear so many nice things. Tell the class that they can feel good about themselves by doing or telling themselves something nice also. Ask for a volunteer to tell the class about something that makes him or her feel bad. Tell the class that when they feel bad it often leads them to believe that something is wrong with them as individuals and they may forget that it is natural for human beings to make mistakes. Ask the class to think of ways that the volunteer could deal with the situation he or she described and feel better. Tell the class that when they feel bad about themselves they should forgive themselves and learn from their mistakes so that they will be less likely to make the same mistake again.

2. Tell class members that they are going to play a game called *Telephone*. The object of the game is to send a message from one end of the class to the other—one student at a time. In order to do this each person should whisper the message to a neighbor until everyone in the class has heard the message. Time the exercise to see how long it takes to get the message to all the students. Each student may whisper the message to the next student only once; under no circumstances can the students repeat the message as they pass it on.

   Start the game by whispering the following message to the first student: "Ten tall Texans talked turkey Thursday." When the message has reached the last student ask that student to tell the class what the message is. Write the message the student gives you on the chalkboard. Write the message you started with on the chalkboard. Discuss the differences. Point out that communication is really the passing of information from one person to another. Tell students that people use information to make decisions; for example, the weather report helps people to decide whether to plan outside activities or not. If people get good information they can make the best decisions.

   Discuss how people get information from others' actions. For example, if someone hits a student or won't talk to that student, the message conveyed may be that the person does not like the student or is mad at him or her. However, that message may be incorrect. That person may have a toothache, or someone else may have said that the student was mad at that person. Tell the students the only way to be certain about

someone's motives or problem is to ask that person directly. If he or she tells them then they can decide how to deal with the situation. Introduce the following concepts involved in active listening and good communication skills:

Good listening. Tell students to look at whomever is speaking and concentrate on what he or she is saying, not on what he or she is going to say.

Checking out. Tell students to be sure that they understood what the other person said; if not, they should ask questions such as, "Did you mean _____?"

Revealing what they have "heard." Tell students they can tell the other person what they thought was said; for example, "I heard you say _____."

Mediating. Tell students that they can tell the other person what they believe can be done about the situation. They can ask if that person agrees or thinks something else needs to be done instead.

Agreeing on a solution. Tell students they can decide whether a solution can improve communication or not.

Point out that students can handle the first three steps to good communication themselves. The last two steps often require another person, such as a friend or an adult, to help them when a problem is involved. Tell students that the better they get at this communication system the better they can get along with other people.

3. Talk about emotionalism. Tell the class that people experience emotionalism when they let their feelings about something influence the way they deal with a related situation. Sometimes emotional responses are appropriate; when people are happy they might give someone a present or they might agree to help with a difficult task that they dislike. Such actions might be appropriate if these actions do not harm anybody and they are done to show that someone likes somebody else. Reacting to emotions becomes inappropriate when their actions will probably harm someone and their feelings are so strong that they will take those actions. Talk about the extent to which people do not like to admit making a mistake. Tell the class that this is because no one likes to feel foolish or appear to know less than someone else. For example, tell them that some people feel this so deeply and are so embarrassed by their mistakes that they blame someone else for what happened. Illustrate this with examples such as the following:
   - When someone breaks a dish, she or he might say that she or he was bumped or that the dish wasn't made very well.
   - When someone is late getting home, he or she might say that someone else wouldn't let him or her leave early enough to make it home in time.

   Use examples that the class can relate to, or ask for examples of situations when the fear of looking "dumb" would make a person blame someone else for his or her actions. For example, another instance of emotionalism dictating decisions would be when an individual student had planned to go to an event with a friend, but because the two fought or had their feelings hurt in some manner, they refused to go. Ask class members if they have ever been accused of "pouting" like the above people. Tell

them almost everybody acts that way at times; that the example shows how emotionalism can result in an unpleasant decision. Look for comic strips in the newspaper that can illustrate this type of behavior and share them with the class.

Suggested Readings for the Class:

Alexander, Anne. *To Live a Lie*. New York: Atheneum Publishers, 1975.

Berkey, Barry R., and Velma A. Berkey. *Robbers, Bones, and Mean Dogs*. Reading, MA: Addison-Wesley Publishing Company, Inc., 1978.

Grohskopf, Bernice. *Shadow in the Sun*. New York: Atheneum Publishers, 1975.

Hall, Lynn. *Flowers of Anger*. Chicago: Follett Publishing Company, 1976.

Hapgood, Maranda. *Martha's Mad Day*. New York: Crown Publishers, Inc., 1977.

LeRoy, Gen. *Emma's Dilemma*. New York: Harper & Row Publishers, Inc., 1975.

Riley, Susan. *What Does It Mean? Afraid*. Elgin, IL: Child's World, 1978.

Robinson, Nancy. *On the Balance Beam*. Chicago: Albert Whitman & Company, 1978.

Sample Lesson

Fifth Grade—Feelings and Emotions

Objectives:

- Students will understand some of the factors that motivate their own behavior and the behavior of others.
- Students will become aware that their basic emotional needs are the same throughout the life cycle.
- Students will identify and develop effective coping skills.

Activities:

1. Adolescents experience seven major developmental needs other than food, shelter, and clothing. They are physical activity, competence and achievement, self-definition, creative expression, positive social interaction with peers and adults, structure and clear limits to behavior, and meaningful participation. (Dorman, 1985). These needs in one way or another motivate some of the students' behavior. At any given time one or a combination of these motivations will prevail. The more students realize what makes them feel good, the more they will be able to control their lives by acting in ways that will achieve this feeling. Lead a discussion with the class that centers on the above seven needs. Ask them to list all the things that make them feel good. After the class completes the task, help them to see that the examples they have listed fall into one of the seven categories. At this point, some categories may have many examples and some may have only a few. Help the class to add to those categories that have only a few examples or that you feel need additional examples.

2. Divide the class into five teams. Assign each team one of the following age groups to study: birth to 5 years, 6 to 11 years, 12 to 17 years, Adult, and Aged. The purpose of their study is to determine what needs each of these groups have. At the end of their study they will report to the entire class. Each team may select a specific age within the age range to make their task more manageable. Have each group of students use pictures to illustrate the seven needs (cut from magazines or drawn), and short written explanations as a part of their report. Display these reports in the classroom and/or arrange to have them displayed where other classes in the school can view them. Encourage the students to do library research, to observe people who are a part of the group they are studying, and talk to people who are either a part of that group or who know something about it.

3. Have the students make a "needs" book with a list of physical and emotional needs of the age group they are studying, one need to a page. Have them record examples of how they and others they've witnessed have met their needs. Discuss these entries with the entire class.

4. Divide the class into groups of seven to ten students. Have each group select some activity that will benefit the community, the school, or another individual. Have the groups make a plan for accomplishing this activity. Indicate that the purpose of the

exercise is to show the students and others how young people their age contribute to society. The activities they select should be useful and beneficial to others.

Reference:

Dorman, Gayle. *Planning Programs for Young Adolescents*. University of North Carolina at Chapel Hill: Center for Early Adolescence, 1985.

Suggested Readings for Class:

Alexander, Anne. *To Live a Life*. New York: Atheneum Publishers, 1975.

Bates, Betty. *The Ups and Downs of Jorie Jenkins*. New York: Holiday House, Inc., 1978.

Griese, Arnold A. *The Way of Our People*. New York: Thomas Y. Crowell Company, Inc., 1975.

Hall, Lynn. *Flowers of Anger*. Chicago: Follett Publishing Company, 1976.

Grohskopf, Bernice. *Shadow in the Sun*. New York: Atheneum Publishers, 1975.

Hapgood, Miranda. *Martha's Mad Day*. New York: Crown Publishers, Inc., 1977.

LeRoy, Gen. *Emma's Dilemma*. New York: Harper & Row Publishers, Inc., 1975.

Robinson, Nancy. *On the Balance Beam*. Chicago: Albert Whitman & Company, 1978.

Shaw, Richard. *Shape Up, Burke*. New York: Thomas Nelson, Inc., 1976.

Media Resource:

The Group and You: Handling the Pressures. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Sample Lesson

Sixth Grade—Feelings and Emotions

Objectives:

- Students will recognize that ordinary feelings—either expressed or repressed—may influence mental health.
- Students will master a variety of techniques to make themselves feel good.
- Students will master techniques to help others feel good about themselves.
- Students will identify the roles significant people in their lives play in providing an emotional and social support system.

Activities:

1. Continue Fifth Grade Activity #4 of having the class explore ways in which they can contribute to the school, community, or an individual (see p. 54). Help the students select appropriate projects that they can complete in a reasonable time period and give them whatever assistance they need.

2. Have each student write down a list of his or her ten favorite activities. The items should be varied and may include physical, creative, individual, social, helping, playful, or challenging activities. After the students have made their lists, have them keep a diary for one or two weeks in which they indicate when they were involved in these activities and what was going on in their lives at the time—were they happy or sad? Were they mad or glad? Discuss these diaries in class.

3. Have the class do library research on the "traditional American family," that is, as depicted in the television series *Father Knows Best* or *Leave It to Beaver*. Locate films or videos that portray this type of family. Also locate audio-visual materials that portray other types of healthy families. *Healthy families are defined as those that meet the physical and emotional needs of their members.* Discuss with the class how many kinds of families are "normal" and how these families can meet specific emotional and physical needs of individuals. Identify the roles that individuals play in a family to meet those needs. Avoid gender labels as much as possible. Instead, use criteria such as nurturance, support, protection, physical care, and guidance. Point out that each member of the family plays a part in providing other family members with several of these needs. State that although most families can do most or all these things for their members, some simply cannot. This does not mean necessarily that these families do not love their members; it just means that they cannot always meet the needs of each member. Members of these families may learn to find friends who meet their needs. Most people, in fact, satisfy some of their needs through friends. This is normal.

   Instruct the class that they are going to create their vision of the perfect family. Divide the class into small groups. In the first part of the exercise, students should think of all the things that a family must have and do to survive. The groups should answer questions dealing with who works and what they do in the ideal family; how many children there are; what are the family member ages; how do they act—are they happy? Do they fight a lot? Are there any problems? When they finish this part of

the exercise, tell them to focus on one family member and give that person a problem that the imaginary family will help him or her solve or at least live with. Tell the groups that they should be prepared to discuss the problem and a solution with the class. Discuss the groups' presentations.

Suggested Readings for Class:

Alexander, Anne. *To Live a Lie*. New York: Atheneum Publishers, 1975.

Bates, Betty. *The Ups and Downs of Jorie Jenkins*. New York: Holiday House, Inc., 1978.

Griese, Arnold A. *The Way of Our People*. New York: Thomas Y. Crowell Company, Inc., 1975.

Grohskopf, Bernice. *Shadow in the Sun*. New York: Atheneum Publishers, 1975.

Hall, Lynn. *Flowers of Anger*. Chicago: Follett Publishing Company, 1976.

Hapgood, Miranda. *Martha's Mad Day*. New York: Crown Publishers, Inc., 1977.

Hunt, Irene. *The Lottery Rose*. New York: Charles Scribner's Sons, 1976.

LeRoy, Gen. *Emma's Dilemma*. New York: Harper & Row Publishers, Inc., 1975.

Paterson, Katherine W. *The Great Gilly Hopkins*. New York: Thomas Y. Crowell Company, Inc., 1978.

Shaw, Richard. *Shape Up, Burke*. New York: Thomas Nelson, Inc., 1976.

Media Resource:

Exploring Your Feelings. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Sample Lesson

Seventh, Eighth, and Ninth Grades—Feelings and Emotions

Objectives:

- Students will learn to analyze the interrelationship among their physical, emotional, and social well-being.
- Students will be able to identify and practice appropriate stress management techniques.
- Students will recognize the feelings associated with depression and suicide.

Activities:

1. Invite a health professional and a mental health professional to class to discuss the relationship between physical and emotional health.

2. Have the class read the chapter on emotions in the school health text. Although health texts may vary, each text should have a chapter on "emotions" in accordance with DPI Standards. Assign a short paper on the relationship between emotional and physical health.

3. Have the class interview three or four adults they feel comfortable with to determine what stress management techniques they use. Have them observe their own behavior for two weeks to determine what stress management techniques they have developed. Share these techniques in class. Point out that individual techniques are neither right or wrong; what matters is that the technique works for that individual.

4. Obtain pamphlets such as those distributed by Channing Bete Co., Inc., 200 State Road, South Deerfield, MA 01373, entitled:
   - "What About Depression?"
   - "What About Suicide?"
   - "What About Self-Esteem?"

   These booklets can form an excellent basis for class discussion and are appropriate for these three grades.

Suggested Readings for Class:

Alexander, Anne. *To Live a Lie*. New York: Atheneum Publishers, 1975.

Bates, Betty. *The Ups and Downs of Jorie Jenkins*. New York: Holiday House, Inc., 1978.

Cone, Molly L. *The Real Dream*. Boston: Houghton Mifflin Company, 1964.

Cunningham, Julia W. *Come to the Edge*. New York: Pantheon Books, 1977.

Gerson, Corinne. *Passing Through*. New York: The Dial Press, Inc., 1978.

Griese, Arnold A. *The Way of Our People*. New York: Thomas Y. Crowell Company, Inc., 1975.

Grohskopf, Bernice. *Shadow in the Sun*. New York: Atheneum Publishers, 1975.

Hapgood, Miranda. *Martha's Mad Day*. New York: Crown Publishers, Inc., 1977.

Heide, Florence P. *Growing Anyway Up*. New York: J.B. Lippincott Company, 1976.

Hunt, Irene. *The Lottery Rose*. New York: Charles Scribner's Sons, 1976.

Kingman, Lee. *Head Over Wheels*. Boston: Houghton Mifflin Company, 1978.

Shaw, Richard. *Shape Up, Burke*. New York: Thomas Nelson, Inc., 1976.

Media Resource:

Person to Person: Learning to Communicate. Filmstrip or videocassette, 1989. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Sample Lesson

Tenth, Eleventh, and Twelfth Grades—Feelings and Emotions

Objectives:

- Students will identify feelings associated with emotional health problems, such as depression. (Note the difference between clinical depression and the more common "unhappy" feelings everyone has sometimes.)
- Students will identify behaviors that can lead to positive feelings.
- Students will identify behaviors that can lead to negative feelings.

Activities:

1. Ask a representative of your local mental health association to speak to the class about emotions and about why individuals who don't deal with their emotions often need help. Request that the representative bring handout materials to class that the students can keep for personal use.

2. Have the students keep a diary for two weeks; each time they become aware of a specific feeling have them record it and describe the action or behavior that was associated with it. Have them answer the following questions:
   - What was I doing when I experienced this feeling?
   - Did this feeling result from an action I took myself or did it occur as a result of someone else's action?
   - Was the feeling positive or negative?
   - Did the feeling affect my behavior? If so, how?

   Encourage the students to add to these questions if they wish.

3. Have the class discuss possible service projects that would benefit the community, the school, or a specific individual. Have the students select one of these projects and implement it. After completion, have them discuss the kinds of emotions they experienced while doing the projects. Encourage the students to share both positive and negative reactions they felt or that they felt from others.

Suggested Reading for Class:

Guest, Judith. *Ordinary People*. New York: The Viking Press, Inc., 1976.

Media Resources:

Ordinary People. Filmstrip. Paramount Pictures Corp., Wildwood Enterprises Production, 5555 Melrose Ave., Los Angeles, CA 90038.

Person to Person: Learning to Communicate. Filmstrip or videocassette, 1989. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

4

Focus

This unit deals with the coping skills individuals must develop in order to deal with normal life experiences. The classroom teacher should help the students recognize that many methods can help them cope with daily life. Coping behaviors can be categorized as physical, emotional, or intellectual. Within each of these categories, an individual can choose from essentially four strategies: withdrawal, redirection, re-evaluation of goals, and confrontation. Individuals seldom know what strategies they are using unless they make a conscious effort to do so.

Most people cope automatically by relying on learned behavior. This allows people to spend little energy on solving routine problems or to decide easily which response they need to make in ordinary situations.

Students need to recognize that when they do not achieve the results they expect or desire, they can resort to an alternate behavior to accomplish their goals.

The automatic nature of basic coping patterns becomes difficult when the situation is more serious than usual or when it is unique. Unless people recognize the special character of the situation, their automatic response may be inadequate to deal with it and they may face unpleasant consequences from their behavior. This type of stressful situation may occur to anyone. At this point, people need to recognize that they need to use another approach in dealing with the situation. Students need to recognize that when they do not achieve the results they expect or desire, they can resort to an alternate behavior to accomplish their goals.

This unit is designed to help students recognize that other coping behaviors are available to them and to help them examine these potential behaviors. The teacher should have the students discuss the following list of behaviors as a minimum. He or she should point out that most of these behaviors have appropriate and inappropriate aspects.

Basic Coping Strategies

Withdrawal: when a person removes himself or herself from a situation temporarily because that situation becomes overwhelming and the individual senses a loss of control. Withdrawal may be physical, such as leaving the specific setting or the location; emotional, such as directing emotions towards another goal; or intellectual, such as realizing that at the moment little can be done about the situation and directing intellectual energy elsewhere. The teacher should stress that withdrawal should not be permanent unless the individual consciously decides to abandon the goals involved in the situation. To do otherwise leaves too many things unresolved and can contribute to the development of emotional problems. Withdrawal is not surrender or failure but a strategy that allows individuals to regain energy for resolving the problem or situation.

Redirection: the use of physical, emotional, and intellectual energy to deal with a situation or a problem differently. It occurs when individuals continue to have the same goals as before but change their methods to

achieve those goals when they have been unable to achieve them. Behaviors that might be exhibited using this strategy include changing the focus of behavior by dealing with another aspect of the situation or with another individual in the situation; changing outward demeanor from intense pressure to a more relaxed approach; or making the original goal part of another more desirable one.

Re-evaluation of goals: dealing with a situation where the original goals clearly are not reasonably attainable but goals representing a compromise may be attainable ("part of a loaf is better than none"); or when it becomes clear that the original goal would not be as satisfactory as a new one. For example, an athlete who starts out wanting to run the mile may find out that his or her real talent is running the 50-yard dash.

Confrontation: occurs when an individual decides to handle a problem he or she has, instead of avoiding it. For example, an individual may confront another individual who has acted in some manner detrimental to him or her, such as starting harmful rumors. It might involve a person confronting his or her own fears, such as mountain climbing if he or she is afraid of heights. Confrontation can become negative when it is carried to an extreme and becomes belligerent.

Confrontation can become negative when it is carried to an extreme and becomes belligerent.

The above strategies have both positive and negative aspects the teachers should discuss with the students.

Goals

- To have students identify positive and negative stressors.
- To have students identify, describe, and use a variety of coping skills.
- To have students develop decision-making and problem-solving skills.

References

Cole, Luella, and Irma Nelson Hall. *Psychology of Adolescence*. New York: Holt, Rinehart and Winston, Inc., 1970

Despert, J. Louise. *The Emotionally Disturbed Child*. New York: R. Brunner, 1975.

Olson, G. Keith. *Counseling Teenagers*. New York: Group Brooks, 1984.

Sample Lessons to Implement Unit (K-12)

This unit on coping explores the many ways individuals resolve daily problems; it also encourages the development of multiple coping strategies for each student. Exercises aid the classroom teacher in reinforcing the students' realization that they need to have many ways to solve problems to avoid or control crisis situations. The coping unit explores the role others have in helping individuals deal with problems they confront.

Kindergarten—Coping

Objectives:

- The students will be able to discuss ways to cope with upset feelings.
- The students will be able to identify people to go to for help when hurt, concerned, or frightened.

Activities:

1. Have students draw pictures of something that upsets them, something they worry about, or something that frightens them. Discuss some of the pictures and get the students to suggest ways to deal with these problems and concerns. Have the students draw pictures of some of the "solutions" they have just discussed. Display the pictures in the classroom.

2. Have the students cut pictures from magazines or draw pictures of people they can go to for help when they are ill, hurt, or concerned. Have the class paste all the pictures into a collage on a piece of paper at least 2 feet by 4 feet. One way to do this would be to have each child paste a picture of a helping person on the collage after telling the class why he or she chose that particular person.

3. Have individuals from the community representing helping resources come to the class over a period of time to describe what they do to help people. Do not forget to include mothers and fathers and other teachers or administrators.

Suggested Readings for Class:

Bronin, Andrew. *Gus and Buster Work Things Out.* New York: Coward, McCann & Geoghegan, Inc., 1975.

Erskine, Jim. *The Snowman.* New York: Crown Publishers, Inc., 1978.

Gantos, Jack. *Fair-Weather Friends.* Boston: Houghton Mifflin Company, 1977.

Jensen, Virginia A. *Sara and the Door.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1977.

Klein, Leonore. *Only One Ant.* New York: Hastings House Publishers, Inc., 1971.

Riley, Susan. *What Does It Mean? Help.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sharing.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sorry.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Success.* Elgin, IL: Child's World, Inc., 1978.

Zalben, Jane B. *Lyle and Humus*. New York: Macmillan Publishing Company, Inc., 1974.

Zolotow, Charlotte S. *A Tiger Called Thomas*. New York: Lothrop, Lee & Shephard Company, 1963.

First Grade—Coping

Objectives:

- Students will recognize their own abilities and limitations.
- Students will be able to describe something in their lives that creates stress and that they worry about.

Activities:

1. Tell the class that they are going to learn a game called the "Help Game." In this game they must first list things that make them mad, sad, glad, or afraid. When they have done this, divide the class into two teams. Each team will get two chances to think of ways to handle each of these four feelings. First one team and then the other will pick a feeling, then look at the items listed under that particular feeling. Each team will get two chances to suggest ways to deal with the situation described. For each solution they will get one point. The game continues until both teams have covered all four feelings. The team with the most points at the end wins. The teams should alternate turns so that each "goes first" on two of the feelings.

2. Have each of the students select a favorite cartoon character, then find a comic strip of that character that illustrates mad, sad, glad, and/or afraid feelings (have them pick more than one feeling). Have them bring the strip in and explain it to the class. Have the class describe what the character could do to handle the situation.

3. Have the class list on the chalkboard all the strengths that they think individuals have to deal with problems. After this task is completed, have the students pick the one thing on the list they feel they can do best (their strength) and the one thing that they are not able to do well (their limitation). Explain that each of them can do some things better than others and that this is natural. Tell the class members that they should try to understand what they can do well and what they need help doing so that they can make use of their strengths and know when to ask for help.

Suggested Readings for Class:

Bronin, Andrew. *Gus and Buster Work Things Out.* New York: Coward, McCann & Geoghegan, Inc., 1975.

Erskine, Jim. *The Snowman.* New York: Crown Publishers, Inc., 1978.

Gantos, Jack. *Fair-Weather Friends.* Boston: Houghton Mifflin Company, 1977.

Jensen, Virginia A. *Sara and the Door.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1977.

Klein, Leonore. *Only One Ant.* New York: Hastings House Publishers, Inc., 1971.

Riley, Susan. *What Does It Mean? Help.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sharing.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sorry.* Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Success.* Elgin, IL: Child's World, Inc., 1978.

Zalben, Jane B. *Lyle and Humus.* New York: Macmillan Publishing Company, Inc., 1974.

Zolotow, Charlotte S. *A Tiger Called Thomas.* New York: Lothrop, Lee & Shephard Company, 1963.

Second Grade—Coping

Objectives:

- Students will be able to share feelings of loss, change, or loneliness.
- Students will understand that they can use effective coping strategies for handling loss, change, or loneliness.

Activities:

1. Describe to the class how you felt when you experienced a change. Use an example of change that is fairly common and not highly charged emotionally. Examples could be a job change or a move to a new city. After this, ask the class if any of them has had similar experiences. Allow several to share their stories with the class. Ask each one how the experience made him or her feel. Point out that most people react similarly to these experiences and need time to adjust. Discuss with the students how people who have these experiences can make themselves feel better. For example, these people may take time out to do things they like to do, make new friends or, find out all they can about the new situation.

2. Select two or three students to help you with a role play. Tell these students that you will pretend to be a new student. Describe your "family background." You have come from another state where you had lived all your life. You have two older brothers and one older sister in your family. They all go to different schools. You miss your old friends and don't think you like your new house. You're pretty unhappy. The class's task is to discover what you like to do and convince you that they want to be your friend. Playing themselves, the students should try to make you feel comfortable in the new school. After the role play progresses to where there is enough to talk about with the class, discuss with the students about how they felt in this situation. Point out that while they can help others adjust to new situations, they must also find ways to handle the situation themselves. Tell the students that they can all train themselves to think of ways to handle different situations.

Suggested Readings for Class:

Bronin, Andrew. *Gus and Buster Work Things Out.* New York: Coward, McCann & Geoghegan, Inc., 1975.

Erskine, Jim. *The Snowman.* New York: Crown Publishers, Inc., 1978.

Gantos, Jack. *Fair-Weather Friends.* Boston: Houghton Mifflin Company, 1977.

Jensen, Virginia A. *Sara and the Door.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1977.

Klein, Leonore. *Only One Ant.* New York: Hastings House Publishers, Inc., 1971.

Riley, Susan. *What Does It Mean? Help*. Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sharing*. Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Sorry*. Elgin, IL: Child's World, Inc., 1978.

Riley, Susan. *What Does It Mean? Success*. Elgin, IL: Child's World, Inc., 1978.

Zolotow, Charlotte S. *A Tiger Called Thomas*. New York: Lothrop, Lee & Shephard Company, 1963.

Third Grade—Coping

Objectives:

- The students will be able to discuss the similarities of personal loss related to separation by death, separation by divorce, and separation when people move away.
- The students will be able to identify and discuss pleasant and unpleasant stress.

Activities:

1. Discuss what separation means. Indicate that separation is when someone or something you care about leaves. Set the stage for this activity by telling the class the following things:
   - When separation happens they will need to adjust to the fact that they probably will not see the person or the thing who leaves again.
   - All people tend to expect having the same people and things around them as they go through their lives because that gives them a comfortable feeling.
   - When people or things disappear from someone's life, he or she needs to learn how to get along with new people and how to use new things. That can be scary sometimes, so that person may be unhappy when this situation occurs.
   - Everyone needs to learn how to adjust to new situations because that's what happens in life. It isn't always easy to learn this lesson but all can if they try.
   - One good thing that happens is that people learn that making new friends or learning how to use new things is interesting. What at first seems scary is really just a change that brings into people's lives new ways of doing things that are usually just as good as the old ways.
   - Sometimes the changes are sad, such as when a favorite pet dies. The owner knows that he or she won't be able to play with that pet anymore and that is sad. Usually what happens is that person's family and friends help cheer him or her up, and the person learns that he or she will always have good memories of the pet. Even though that pet will always be special, the person can get a new pet and that new pet can also become special.

   After you have set the stage for this activity by explaining separation, tell the students that they should bring in a photo of a pet they used to have but do not have anymore. The pet may have died, or run away, or they may have had to give it away. Tell them that they should be ready to describe the pet and the things they did with it to the class. Have two or three students tell their stories each day until the entire class has had an opportunity to share pet stories. After each has told his or her story, have the class talk about how it feels to be separated from a pet they really like. Have them describe how friends and family helped them adjust. Ask if anyone got another pet and whether or not that helped. Stress that moving on in life is always the best thing to do and that it usually results in an individual feeling better. After each student tells a pet story, display the pet picture. Replace the old pictures with the next group of pictures as you progress through the class.

2. Divide the class into groups. Ask how many have their own cameras or have the use of a camera. Stress that the camera should not be an expensive one. You may want to send a note home to parents asking them to allow their child to use any inexpensive camera they might have for a class project. When you have determined which students have cameras, place an equal number of cameras in each group if possible. You also may be able to obtain some cameras from the school. In some areas merchants take in old, workable cameras that they might be willing to lend to your class. You might obtain film either through parents, the school, or donations from merchants. Some merchants may be willing to donate outdated film or to provide film to your class at a discount. You should divide whatever film you obtain equally among the groups.

   Instruct the students that they will have one week to take pictures of people who are doing things that they seem to like and things they do not seem to like. Pictures might be of things such as playing games (like), or changing a tire (don't like). As the class brings in their pictures, have them glue each picture to a separate sheet of paper and write a short explanation of how they think the person in the picture feels, such as mad, sad, glad, or afraid. Have the students explain why they think the person feels that way. Ask the students which feelings they would best like to have. Ask them how they think they could achieve and maintain those feelings.

Suggested Readings for Class:

Cleary, Beverly B. *Henry and the Clubhouse*. West Caldwell, NJ: William Morrow & Company, Inc., 1962.

Colman, Hila C. *The Case of the Stolen Bagels*. New York: Crown Publishers, Inc., 1977.

Fife, Dale. *Who Goes There, Lincoln?* New York: Coward, McCann & Geoghegan, Inc.,1975.

Fourth Grade—Coping

Objectives:

- Students will be able to identify their own support system.
- Students will be able to identify ways to deal with pleasant feelings and unpleasant feelings.

Activity:

Have all the students make a list of individual problems they have to face—things that make them feel sad or afraid. When they have completed this list, have them make a chart of the people they feel can help them feel good or can help them face their problems. Display these charts. If possible have the students bring in pictures of people in their support network. Under each support person's name or picture, have the students list the problems they feel can be taken to that person.

Suggested Readings for Class:

Anker, Charlotte. *Last Night I Saw Andromeda*. New York: Henry Z. Walck, Inc., 1975.

Armer, Alberta. *Screwball*. Cleveland: William Collins & World Publishing Company, Inc., 1963.

Baldwin, Anne N. *A Little Time*. New York: The Viking Press Inc., 1978.

Brown, Fern G. *Jockey—or Else!* Chicago: Albert Whitman & Company, 1978.

Bulla, Clyde R. *The Sugar Pear Tree*. New York: Thomas Y. Crowell Company, Inc., 1960.

Cleary, Beverly B. *Henry and the Clubhouse*. West Caldwell, NJ: William Morrow & Company, Inc., 1962.

Colman, Hila C. *The Case of the Stolen Bagels*. New York: Crown Publishers, Inc., 1977.

Crayder, Dorothy. *Ishkabibble!* New York: Atheneum Publishers, 1976.

Fife, Dale. *Who Goes There, Lincoln?* New York: Coward, McCann & Geoghegan, Inc., 1975.

Glovach, Linda. *Let's Make a Deal*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Sample Lesson

Fifth Grade—Coping

Objectives:

- Students will identify the effect of loss on individuals using examples of pets, job change, moving, and so forth. Note that this is a review of the third grade objective.
- Students should identify effective and ineffective coping behaviors for dealing with loss and should learn to practice effective strategies.

Activities:

1. Discuss with class members the types of losses they have experienced. *Be alert to the possibility that this discussion may bring up situations difficult for some students to deal with.* If this occurs, allow enough time before and after class to help students who may be upset. Contact your school's pupil services staff to help deal with these situations. Losses might be the death of a pet, the death of a family member, divorce, or moving.

   You might also introduce the students to the idea that when they want to do or accomplish something and they can't, this is a kind of loss. Link the concept of disappointment to the concept of loss. This can help students understand that they can experience loss in many ways. This also can enable them to cope with the feelings associated with different kinds of losses. Students should begin to understand that they can use the same coping techniques with many different kinds of losses. After you have presented the concepts to the class and the students have established a list of situations that represent loss, have the class divide into several groups. Each group should select a situation of loss and develop a "play" about the situation. The play should describe the situation and make it clear how the students would feel if they were really experiencing the situation. The object of the play is to have each group act out more than one way to cope with the situation. When the groups have developed their play, have each group act out their solution to the situation. (You may make some coping suggestions.)

2. Explain to the students that all feelings can expend energy in one way or another. This is called *energy stress*. When people use energy in a stressful way, they get tired; if they get too tired, they need to rest so that they can continue to do the things they like and need to do every day. If people forget that they use stress energy in everything they do, and if they do not realize that some things use more stress energy than others, they can easily reach the point where they do not function very well and may have problems. Point out how important it is that students take care of themselves so that they do not run out of energy. Read the class a story about how someone handled stress. Point out the energy that person needed to handle the stress. You may have to infer this energy stress and help the class recognize it.

Suggested Readings for Class:

Anker, Charlotte. *Last Night I Saw Andromeda*. New York: Henry Z. Walck, Inc., 1975.

Armer, Alberta. *Screwball*. Cleveland: William Collins & World Publishing Company, Inc., 1963.

Baldwin, Anne N. *A Little Time*. New York: The Viking Press, Inc.,1978.

Brown, Fern G. *Jockey—or Else!* Chicago: Albert Whitman & Company, 1978.

Bulla, Clyde R. *The Sugar Pear Tree*. New York: Thomas Y. Crowell Company, Inc., 1960.

Cleary, Beverly B. *Henry and the Clubhouse*. West Caldwell, NJ: William Morrow & Company, Inc., 1962.

Colman, Hila C. *The Case of the Stolen Bagels*. New York: Crown Publishers, Inc., 1977.

Cone, Molly L. *Annie, Annie*. Boston: Houghton Mifflin Company, 1969.

Crayder, Dorothy. *Ishkabibble!* New York: Atheneum Publishers, 1976.

Fife, Dale. *Who Goes There, Lincoln?* New York: Coward, McCann & Geoghegan, Inc., 1975.

Glovach, Linda. *Let's Make a Deal*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Media Resource:

Take It Easy. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Sample Lesson

Sixth Grade—Coping

Objectives:

- Students will become familiar with the problem-solving process and how to use it.
- Students will review how to utilize their support system to cope with loss.

Activities:

1. Present students with the following problem-solving process:
   - Gather facts about the situation.
   - Evaluate the facts to determine what needs to be done.
   - Consider the alternative one thinks will work best.
   - Implement the choice of action one feels is best.
   - Check to see if one's way is working.
   - Choose a new action if the first choice isn't working.

   Explain to the students that they probably are already using this process subconsciously. However, if they become consciously familiar with the process, they may achieve goals more easily because this decision-making system can remind them to try something different.

   Have the students select a problem or task they would like to accomplish or solve. It should be something that they can see around them in the school or the community, such as litter in the hall or trash in a park. They should study the problem and, using the process above, plan how to resolve the situation. Give the class two weeks to study the problem and develop an action plan. Evaluate the plan in class and then begin its implementation. At the end of three weeks, lead the class in evaluating the plan's progress. Emphasize that, in this instance, completing the task is not the important thing; planning and evaluating the class activity is more important. Point out to students that they can use this process whenever they need to make a decision. Tell them that the more difficult and complicated the problem or task, the more helpful the use of this process can be since it gives them the means to tell when a change in plans is necessary.

2. Discuss the kinds of support people students can rely on in the family, at school, and in the community. Have the class list as many people as possible in each of these areas. Divide the students into several groups. Each group should discuss the problem of alcohol and drug abuse and plan some action or activity that includes examples of support people from the family, school, and the community whom they believe would be helpful in dealing with this problem. They should demonstrate the problem-solving process they used in Activity 1 in their planning. Have each group make posters, school public announcements, and a short written description of their plan. Display their plans in the classroom and, if appropriate, somewhere else in the school. If appropriate, have the class try to implement one, or a combination, of their ideas in the school.

Suggested Readings for Class:

Alexander, Anne. *To Live a Life*. New York: Atheneum Publishers, 1975.

Anderson, Mary Q. *Step On a Crack*. New York: Atheneum Publishers, 1978.

Anker, Charlotte. *Last Night I Saw Andromeda*. New York: Henry Z. Walck, Inc., 1975.

Armer, Alberta. *Screwball*. Cleveland: William Collins & World Publishing Company, Inc., 1963.

Arundel, Honor. *A Family Failing*. Nashville, TN: Thomas Nelson, Inc., 1972.

Baldwin, Anne N. *A Little Time*. New York: The Viking Press, Inc., 1978.

Brooks, Jerome. *Uncle Mike's Boy*. New York: Harper & Row Publishers, Inc., 1973.

Brown, Fern G. *Jockey—or Else!* Chicago: Albert Whitman & Company, 1978.

Bulla, Clyde R. *The Sugar Pear Tree*. New York: Thomas Y. Crowell Company, Inc., 1960.

Clifford, Ethel R. *The Rocking Chair Rebellion*. Boston: Houghton Mifflin Company, Inc., 1878.

Cone, Molly L. *Annie, Annie*. Boston: Houghton Mifflin Company, 1969.

Crayder, Dorothy. *Ishkabibble!* New York: Atheneum Publishers, 1976.

Glovach, Linda. *Let's Make a Deal*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Holland, Isabelle. *Alan and the Animal Kingdom*. Philadelphia: J.B. Lippincott Company, 1977.

Wrenn, C. Gilbert, and Shirley Schwarzrock. *Living With Loneliness*. Circle Pines, MN: American Guidance Service, Inc., 1970.

York, Carol B. *Nothing Ever Happens Here*. New York: Hawthorn Books, Inc., 1970.

Media Resource:

I Blew It!: Learning from Failure. Filmstrip or videocassette, 1988. Sunburst Communications, 1010 Castleton Street, Pleasantville, NY 10570-9971.

Sample Lesson

Tenth, Eleventh, and Twelfth Grades—Coping

Objectives:

- Students will identify the stress they feel at the present time.
- Students will be able to identify stress management techniques.

Activities:

1. Lead a discussion on what it means to be a young person today. Have the students describe how they think adults see them and then how they see themselves as a group. Have the class develop a list of the five (or the ten) most difficult things about being their age. Allow them to list any item of concern before forcing them to select their most difficult. Divide the class into smaller groups to discuss various items on the list in more detail. This discussion should include evaluating the situation from their viewpoint, suggesting what they feel they can do to make things easier for themselves, and suggesting what they would like to see adults do to make things easier for them. Each group should give a short report on its discussion to the class. Have the class determine positive steps members can take to help themselves and each other to deal with their situation or to get more help from adults.

2. Place a chart on the chalkboard with three headings—*physical*, *emotional*, and *intellectual*. Have the class brainstorm actions that they think would reduce stress and place them under the appropriate heading. Ask the students to give examples of ways and situations in which these actions could help reduce stress. Discuss the positive and negative aspects of stress. Have the students locate an example of each action in magazines or books. Have the students share and discuss their examples in class.

Suggested Readings for Class:

Alexander, Anne. *To Live a Lie*. New York: Atheneum Publishers, 1975.

Arundel, Honor. *A Family Failing*. Nashville, TN: Thomas Nelson, Inc., 1972.

Brooks, Jerome. *Uncle Mike's Boy*. New York: Harper & Row Publishers, Inc., 1973.

Cone, Molly L. *Annie, Annie*. Boston: Houghton Mifflin Company, 1969.

Wrenn, C. Gilbert, and Shirley Schwarzrock. *Living With Loneliness*. Circle Pines, MN: American Guidance Service, Inc., 1970.

York, Carol B. *Nothing Ever Happens Here*. New York: Hawthorn Books, Inc., 1970.

Media Resources:

Take It Easy. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Understanding Stress and Conflict. Filmstrip or videocassette, 1986. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Tenth, Eleventh, and Twelfth Grades—Coping

Objectives:

- Students will be able to analyze the interrelationship between physical, mental, emotional, and social well-being.
- Students should demonstrate the effective communication skills necessary for positive interpersonal relationships.

Activity:

Have community mental health, medical, public health, and social service professionals discuss the relationship between physical, emotional, and social well-being with the class. Some organizations, such as Positive Youth Development, 122 State Street, Suite 310, Madison, WI 53703, specialize in helping communities enhance youth-adult communication in solving problems and are excellent sources for information and assistance. Also, have other people who are resources in the community speak about communication between young people and between young people and adults, especially their parents.

Media Resources:

Understanding Stress and Conflict. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

When Things Get Tough: Teens Cope With Crisis. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

5

Focus

The teacher should emphasize that the role of peers is to provide understanding and support for each other and to ensure that friends receive the help they need from adults when necessary.

This unit focuses on helping students understand that they can help themselves and each other. The teacher should emphasize that the role of peers is to provide understanding and support for each other and to ensure that friends receive the help they need from adults when necessary. The young person who knows when to ask for help, either for self or for friends, can be a valuable asset in efforts to decrease suicide and alcohol and other drug (AOD) problems.

Young people seldom know when situations are getting out of control until it is too late. They sometimes seem to believe they can solve any problem or deal with any situation. At the least, they appear to believe that the worst will not happen to them. When something extreme happens, they may be too ashamed or frightened to ask for help, or they may not know whom to ask or how to ask for help. It is at this point that the young person usually reaches an emotional crisis.

As a significant adult in the young people's lives, the teacher of this unit can be an important asset in helping them. The teacher may clearly feel at the end of the unit that he or she has given valuable information to the students. Or, the teacher may discover that the students are facing problems with which the community system is not prepared to deal. In that situation, the teacher has the responsibility and the privilege of bringing the problem to the attention of community leaders and encouraging them to make appropriate plans for responding to the problem.

Goals

- To have students recognize what help is available at home, at school, and in the community.
- To have students understand how to ask for and use help.
- To have students recognize that they can help themselves.

Sample Lessons to Implement Unit (K-12)

This unit has the dual purpose of teaching students how to get help and how to give it. The value and importance of the concepts taught in these lessons are applicable to the individual student and to others. Central to all exercises is an attempt to legitimize asking for help by making it clear that all will have the need to seek help and the opportunity to give help in their lives. This unit meets the requirement of 1985 Wisconsin Act 29, s. 115.365, to provide students with the knowledge of where and how to obtain help for suicide prevention.

Kindergarten—Locating and Giving Help

Objective:

Students will learn to identify a person to go to for help when ill, hurt, concerned, frightened, or feeling bad.

Activities:

1. Have students identify "helping" people such as family members, police, teachers, and clergy by making a booklet showing pictures of these people.

2. Have a police officer, a doctor, a nurse, and/or another "helping" person visit class and talk about what he or she does to help other people.

Sample Lesson

First Grade—Locating and Giving Help

Objectives:

- Students will learn to identify whom to go to for help when feeling ill, hurt, frightened, lonely, or sad.
- Students will begin to understand when and how to ask for help for a friend.

Activities:

1. Have students describe how they "helped" someone.

2. Have students select a "helping activity" to be used at home with a family member. After students have helped their family member, have them report to the class on the experience.

3. Have a "helping" person visit class to talk about what he or she does to help people, e.g., social worker, psychologist, and/or police officer.

Second Grade—Locating and Giving Help

Objective:

Students will learn what friends can do to help.

Activities:

1. Have students list times friends have helped them and have them describe how.

2. Make a bulletin board entitled "Friends Can Help." Mount pictures cut from old magazines and newspapers or photos taken by students on the bulletin board in class. Discuss each picture or clipping with the class as you mount it on the board.

Sample Lesson

Third Grade—Locating and Giving Help

Objective:

Students will learn to identify ways to help a friend who is troubled.

Activities:

1. Have the students observe other people helping each other. Each day have them write a short description of what they saw and place it in a box. Once each week, withdraw several of these descriptions and discuss them with the class.

2. Have the class make a list of problems or situations where help might be desired, then assign each student three of these problems or situations and have them describe somebody they know who might be helpful in resolving them.

Fourth Grade—Locating and Giving Help

Objectives:

- Students will become aware of the existence of peer and interest groups.
- Students will recognize that asking for help is appropriate and not a sign of weakness.

Activities:

1. Have students describe the groups they and adults they know belong to, such as church, service groups, clubs, and teams. Ask teams of students to collect information about specific groups or organizations. Put all the information on each group in a scrapbook and display it in class.

2. Have students select a peer or interest group; have them write about why this group is important to them. Have them share this with the class. Encourage the students to use pictures to illustrate their reports.

3. Share various incidents where you as an adult asked for help. Have the class share similar experiences.

Sample Lesson

Fifth Grade—Locating and Giving Help

Objectives:

- Students will be able to explain the impact of peer influence on their behavior.
- Students will be able to demonstrate interpersonal behaviors that can help other people feel comfortable with each other, such as friendly smiles, offers to help, compliments, and attentive listening.
- Students will be able to identify ways to get help for themselves or others.

Activities:

1. Discuss with the class examples of peer influences on behavior, such as hairstyle, dress, or foods. Have students bring in magazine pictures to illustrate fads and other peer-influenced behavior.

2. Have students discuss the various ways a family can help its members. For example, plan and implement a day when parents, grandparents, uncles and/or aunts, are invited to the class. Have some of these visitors describe what family means to them and the particular kinds of experiences tied to family that they have had in their lives.

3. Have students discuss "helping resources" in the community. Invite police, fire fighters, emergency medical technicians, and/or mental health workers to visit the class and discuss what they do. If possible, have someone who has been helped by one or more of these people tell his or her story.

Sixth Grade—Locating and Giving Help

Objectives:

- Students will be able to explain the effect of change in their lives.
- Students will learn the six stages of adapting to change.
- Students will understand the difference in stress levels associated with various changes.

Activities:

1. Have the students make a list of some situations they find stressful; for example, friends moving away, new baby at home, parents divorcing, bad grades, illness in themselves or in the family, and arguing with a friend or parent. Have each student rate each situation as high, medium, or low stress. Tell the class that people react to various situations with different stress levels.

2. Describe the following stages through which some people go when dealing with stress:

   Denial. People usually do not want to change because that means they must learn new ways of coping. Denial is also a way to give people more time to handle the situation. It gives them the chance to slow down and learn new ways of doing things gradually. This is possible because denial means that they do not give up their old ways immediately.

   Anger. People may be forced to stop denying change eventually because the need for change becomes obvious. This upsets people and they may get mad and strike out at themselves or others either physically or verbally.

   Bargaining. When people's anger doesn't affect the change, they try to make a deal—like telling a parent that if he or she doesn't leave, they'll act better. Since parents don't leave because their children are bad, the deal doesn't work.

   Depression. When anger and bargaining don't work, people may stop trying. They lose energy and interest. What is happening is that they are no longer wasting energy trying to change something that cannot be changed. They are getting ready to go on. In this way depression is good so long as it is temporary. It is all right to feel sad.

   Acceptance. This stage comes after depression and is a peaceful feeling. Since the person can't change the situation, he or she decides to live with it.

   Hope. People can now look at the change and tell themselves that since they can't go back to the old way, they will plan some way to enjoy the new situation. Now their energy comes back and life looks better. (*Stage II: A Program for Adolescents*, 1984.)

   Have the students describe some change they have gone through by using the six stages described above.

3. Have the students watch a TV show and write down the changes and reactions of the characters to stress.

Reference:

Stage II: A Program for Adolescents, Skills to Manage Stressful Change. Irvine, CA: Irvine Unified School District, 1984.

Seventh, Eighth, and Ninth Grades—Locating and Giving Help

Objectives:

- Students will identify school and community resources to help with stressful situations.
- Students will identify internal (self-help) resources they have to deal with stress.
- Students will know how to ask for and use help from family, friends, school, and the community.

Activities:

1. Have the students interview representatives of community institutions and agencies to find out how specific resources might be helpful to them or their friends.

2. Have the students read and discuss the problems and solutions found in newspaper advice columns. As a part of the discussion have the class choose a problem, analyze it, imagine how the individuals feel, and suggest what resources might be helpful to them.

3. Have the students write a paper on how to help a friend resolve a problem. The students should describe the problem, how the friend feels, what they would do, and what other help they would urge the friend to obtain.

4. Have the students discuss family and what role it can play in helping its members. Point out that family can have many definitions (single parent, traditional, or foster). Have the class describe how families help, how individuals get help from families, and what happens when families are not able to help members within the family unit.

Media Resource:

Coping With Family Change. Filmstrip or videocassette, 1989. Sunburst Communications, 101 Castleton Street, Pleasantville, New York, NY 10570-9971.

Sample Lesson

Tenth, Eleventh, and Twelfth Grades—Locating and Giving Help

Objectives:

- Students will understand the value of seeking help for and giving help to others who have problems and concerns.
- Students will locate and access community helping resources.

Activities:

1. Have a community mental health person or school pupil services personnel speak to the class about asking for and giving help.

2. Have the students write a paper on the theme of helping. The paper should include information about how, when, and where to obtain help.

3. Have the students select and complete a community service project.

Media Resources:

Teens in Changing Families: Making It Work. Videocassette, 1989. Sunburst Communications, 101 Castleton Street, Pleasantville, New York, NY 10570-9971.

Teen-Parent Conflict: Making It Better. Videocassette, 1989. Sunburst Communications, 101 Castleton, Pleasantville, New York, NY 10570-9971.

6

Focus

This unit focuses on the fact that alcohol and other drug abuse, depression, and suicide are closely linked. This unit explores that linkage and gives a few basic facts about each of these conditions.

Note to Teacher: Teachers should not present this unit until the sixth grade because specific information regarding suicide is included as a part of classroom presentations. Available research and a consideration of the developmental stage of students prior to sixth grade indicates that most students are not prepared to handle this material at an earlier age. Information on alcohol and other drug abuse and depression may be, and is, dealt with in other curricula such as the DPI's AODA and health curriculums.

Goals

- To have students understand these three conditions: alcohol and other drug abuse, depression, and suicide.
- To have students understand the relationship between the three conditions.
- To have students recognize the signs of each of these conditions.
- To have students understand their own role in promoting positive mental health.

Teaching Strategies

Be aware of the possible emotional reactions of individual students and be prepared to refer them to appropriate resources for help if needed.

The introduction of the subject of death into the curriculum creates a sensitive situation. Few people are prepared to talk about death easily. This topic has both emotional and religious significance that must be considered carefully to avoid insulting, offending, or upsetting parents or students. The following suggestions should help when presenting information about death or suicide:

- Avoid "sensationalizing" the topic. Vivid descriptions of suicides or violent deaths are not appropriate. Asking students to imagine their own deaths and write their own obituaries is also not appropriate in a unit on suicide.
- Your own comfort level with the topic should be sufficient to allow you to present the material objectively. If it is not, seek assistance from another staff member or community resource person to be certain that students benefit from the presentation without undue emotional reaction.
- Share the facts and content of the presentation with parents and staff before the presentation.
- Be aware of the possible emotional reactions of individual students and be prepared to refer them to appropriate resources for help if needed. Make sure to have a current list of referral resources (see p. 10).
- Use a team teaching approach when possible.

Basic Facts About Youth Suicide

Suicide is a leading cause of death for people between the ages of 15 and 19. Suicide is sometimes linked to depression, a phenomenon that has been increasingly identified in children and adolescents. Early intervention with depressed youth may prevent depression from becoming a more serious problem in later life; early intervention may also reduce the immediate danger of suicide.

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Suicide Facts. The following suicide facts are presented to familiarize the classroom teacher with the phenomena of suicide and depression and to provide the factual basis for class presentations. (Sources are listed in the Reference section, p. 111.)

- About one in 20 school-aged children attempt suicide.
- One study of teen suicide found that 60 percent of all high school seniors have *seriously* considered suicide at some time during their childhood or adolescence.
- Among the 50 states, Wisconsin is ranked 32nd with 12.5 suicides per 100,000 for the total population.
- More males than females die by suicide, but three to five times as many females attempt suicide.
- The most frequent causes of male suicide deaths are shooting and hanging, while females often resort to drug overdose.
- Most experts agree that suicides and attempted suicides are underreported. Reasons for this include the following:

—The social stigma associated with suicide or attempted suicide encourages families and professionals to avoid admitting the truth.

—Reporting procedures are neither uniform nor effective.

- People who talk about suicide do act on their feelings. Seventy-five to 80 percent of the people who die by suicide have told someone of their intention. Talking about killing oneself is a way for youth to ask for help.
- Those who survive a suicide attempt are at a high risk to attempt again. A majority of adolescents who die by suicide have attempted suicide in the past. Unless circumstances change for attempters, suicide remains an option for them.
- For each adolescent suicide, there are 100 to 200 attempts.
- Any attempt at suicide, even one with an apparently low potential for lethality, should be seen as a cry for help, requiring a supportive response in order to help prevent a future death by suicide.
- Death by suicide is usually not accompanied by a note.
- Most people who die by suicide really want to live. Many choose places and times for their act where they are likely to be found and rescued.
- Psychotherapy with at-risk adolescents can be effective for suicidal as well as depressed students.

- Some students have physical conditions, such as a chemical imbalance in their bodies, that cause depression and that may result in suicidal behavior. Identified suicidal students should be taken by their parents to a physician for a thorough examination. District staff should suggest this to parents.
- Most people who die by suicide are not mentally ill.
- The suicidal crisis usually lasts only 24 to 48 hours. If help is initiated during this period, and continued over time, the individual can often learn how to cope successfully with the precipitating problems.
- While it is difficult to establish an exact number of suicides in the age group 0 to 18 years, the literature suggests that over 5,000 teens die in the United States by suicide each year. This means that 13 to 14 adolescents die by suicide every day.
- Alcohol or drug use has been found to be a factor in many youth suicides.

Identifying the Suicidal Student

All school employees need to know how to identify the suicidal student and how to take immediate and appropriate action in dealing with the suicidal student. The following discussion aims to provide districts and employees with information on the basic distress signals to look for in their students. This is also good information to integrate into the sample lessons in this unit. Since no list of signs or warning behaviors can be complete, the emphasis should be on recognizing change in an individual's behavior and perhaps making a referral to a professional familiar with assessing suicidal threat.

The Young Child

Even young children face stress that, to them, can become overwhelming.

Even young children face stress that, to them, can become overwhelming. The negative effect of such stress is compounded by three factors. First, young children have had very little opportunity to develop coping skills. Second, adults in their environment tend to discount the effect of stress on the young child. Third, young children have little control of their environment. Psychiatric and psychological literature have acknowledged only recently that even young children can become clinically depressed. Childhood depression seldom appears as a mirror image of adult depression. The general lack of sophistication of the young child and his or her normal impulsiveness make it difficult to differentiate normal, transient behavior from more serious depression and suicidal feelings. Adults, such as parents and educators, who spend a great deal of time with a specific child need to be aware of any unusual change in the child's behavior. These adults are the people best qualified to recognize and interpret the behavioral signs an individual child exhibits.

Children under stress show symptoms that may include poor school performance, physical ailments, fighting and belligerence, misbehavior, threats towards others and self, and harming themselves. They may also exhibit social isolation, academic withdrawal, and changes in eating or sleeping patterns. While any or all of these behaviors may not indicate a problem, significant adults in the child's life should be concerned when they represent a change in behavior normal to the child. Depression in the young child usually can be traced to a lack of coping and communication skills needed to deal with a loss of security. These children depend upon the adults in their lives for food, shelter, clothing, support, and protection. When their security system is disrupted, it is difficult for them to adapt to the new situation. For example, death, divorce, alcoholism, and physical, emotional, and sexual abuse are possible causes of this disruption. Children, especially young children, depend extensively on significant adults and have not developed sufficient communication skills to tell those same adults how worried or frightened they feel. This may contribute to the development of a suicidal state in the child.

While social competency and mental health should be a part of the K-12 curriculum, emphasis on suicide as a content area begins in the sixth grade. Most children by sixth grade are old enough to realize the nature and consequences of their acts, although some children, even as young as seven, are aware enough of their behavior and its intent to be considered suicidal. Usually suicide attempts before age 12, however, are categorized as impulsive acts meant to somehow punish parents or others for unfair treatment and often involve a belief that death is not final. Teachers may have already identified these same children as having school adjustment difficulties.

Even with the very low suicide incidence at this age level, questions about it may arise when discussing such topics as stress or crisis. The teacher should deal with students who show unusual concern or interest in suicide on an individual basis to determine if a referral to additional services is appropriate. The teacher should follow district policy in this situation.

The Adolescent

Statistically, the adolescent is at greater risk of attempting suicide than the younger child. While many of the factors involved in reasons for higher suicidal risk are associated with the same stress situations as those of the younger child, the context of the adolescent's life stage is dramatically different. Adolescents are neither children nor adults. They are expected to accept increasing responsibility often without the corresponding increase in control over their own lives. They are in the process of developing their own identity. Insecurity is a common emotion felt by adolescents. They fear that they will not be able to achieve independence and also fear that, no matter how successful they are at achieving independence, they might lose the support and unconditional love of their parents. In some cases students do not have this support and love to begin with. Adults need to realize that every adolescent is convinced that he or

Insecurity is a common emotion felt by adolescents.

she is the only person who experiences this conflict. This belief is one of the major reasons why the adolescent develops irrational coping mechanisms, such as suicide, to deal with stress. Adults who work with youth need to understand that adolescents

- need to experiment with new behaviors but also to conform to the expectations of their peers.
- do not perceive suicide to be permanent; they romanticize it.
- experience wide mood swings that confuse them.
- are experiencing physiological/emotional changes that are difficult to understand.
- have difficulty planning for the future because they may not believe they can be as successful as the adults they know.
- may have unrealistic goals or expectations.
- believe that adults, and the world in general, require that they be perfect, a state they know they cannot attain.
- doubt if they will ever find someone to listen to them and trust them.

Curriculum directed at self-awareness and coping with stress may instill a willingness in youth to seek help for personal problems.

Within the context of these fears and doubts, the adolescent is at risk of developing a depressed and/or suicidal emotional state.

Troubled adolescents may reveal themselves as suicidal, or they may be identified as suicidal by others, including school staff with whom they have frequent contact. Curriculum directed at self-awareness and coping with stress may instill a willingness in youth to seek help for personal problems. Research has repeatedly shown that adolescents seldom initiate requests for professional help. They are much more likely to act out their distress or seek the support of friends or relatives. Suicidologists warn of the following three "H" feelings to watch for:

Hapless. The person experiences a series of events or "bad breaks" that result in a nagging feeling that the cards are stacked against him or her.

Helpless. The person does not possess the inner or outer resources to deal with the feeling of hopelessness.

Hopeless. The person believes that he or she cannot find support systems or individual resources to resolve the perceived crisis.

Warning Signs

Almost all human problems are of a temporary nature unless one is dealing with something such as a terminal illness. **People who kill themselves are solving a temporary problem with a solution that is permanent.** They often think that this is the only way out. Suicide is most often the result of a long-term, yet gradual, degeneration of the individual's capacity to cope with stress. The erosion of an individual's

ability to deal with normal stress makes him or her particularly vulnerable to thoughts of suicide.

Adolescent suicide is considered a more impulsive act than adult suicide. Even though suicide in adolescents may be more impulsive than in adults, specific warning signs are usually given. These signs often express a hope of being rescued since most suicidal adolescents feel ambivalent about living or dying.

The suicidal person typically gives more than one warning sign. Most frequently, a cluster of warning signs are displayed. One sign is not necessarily an indicator of suicidal intentions, but should be acknowledged as an indication that the student may need help. It is important to talk to others to obtain a clear picture of the individual's behavior.

The suicidal person typically gives more than one warning sign.

The following information is based, in part, on work done by Sally Brown of the Human Services Development Institute, University of Southern Maine, Portland, Maine.

General Warning Signals

Acts of aggression. The student may become rebellious, exhibit hostile behavior, commit petty crimes, run away from home, pick fights, become sexually promiscuous, or become violent. These are behaviors that generate excitement and cover up painful, depressive feelings. Clinicians sometimes refer to the condition indicated by such acts of aggression as *masked depression*.

Passive behavior. Many suicidal adolescents are afraid to get angry, fearing they might explode or hurt someone. Beneath their compliant behavior is a rage that too often leads to suicidal thoughts and actions.

Alcohol and other drug abuse. A significant percentage of adolescents who commit suicide are drunk or high shortly before their deaths. Alcohol not only exacerbates depression, but also affects judgment. Since alcohol acts as an inhibitor, it may temper the fear of death. Alcohol deepens depression, which may result in suicide.

Changes in eating habits. An abrupt change in eating habits is an early sign of trouble. This is also a sign of depression. Significant weight changes of ten or more pounds are not uncommon.

Changes in sleeping habits. The student who either sleeps too little or too much but always feels fatigued indicates that he or she is having difficulty successfully coping with stress.

Specific Behavior Changes

Sudden change in personality. The gregarious child who becomes withdrawn or the normally reserved child who starts seeking thrills are both students who may be suicidal. The student may seem unable or un-

willing to communicate the reasons for these personality changes, especially to adults.

Sudden mood swings. Moodiness is normal for adolescents, but "roller coaster" moodiness that continues over a long period of time should be taken as a warning. An inability to tolerate frustration and control impulses may be a warning sign. Often these moods are accompanied by excessive crying.

Moodiness is normal for adolescents, but "roller coaster" moodiness that continues over a long period of time should be taken as a warning.

Slackening interest in school work and decline in grades. Because school is the major activity in a youth's life, it is also one of the best barometers of emotional health. The adolescent may show difficulty in concentrating.

Loss or lack of friends. Pre-suicidal adolescents tend to be loners. Some young people, as they move closer to suicide, drop their friends or become so obnoxious that their friends drop them. Others never had friends to lose. Feelings of loneliness and isolation result.

"Making a will." The adolescent may give away prized possessions, get his or her life "in order," or make a final disposition of possessions.

Attempts to secure the means. This indicates a high risk when the adolescent actually prepares for the suicide.

Poor personal hygiene. Students who were previously neat and clean will lose interest in their appearance and will become noticably dishevelled.

General loss of interest. Students who are suicidal often show it by ignoring activities that previously seemed important to them. They may appear to take little notice of the people or activities in their general environment.

Thoughts of suicide or preoccupation with death. Those around the suicidal student may notice that they are more and more interested in poems, stories, music, and pictures of suicide or death in general. The individual may frequently mention death in conversation or in personal writings.

Sudden euphoria. A person may appear to feel unusually happy or content when they have made their decision to commit suicide.

When adults or friends of an adolescent observe the above types of behavior, they need to understand two concepts:

- Most of these behaviors are behaviors that can be expected at some time or another in any individual who is becoming an adult.
- The observer of these behaviors should become concerned—and make a referral for help—when the behaviors represent a significant change from

the individual's normal pattern or when the behaviors continue over a period of time.

The individual who observes behavior which may indicate that a student is in a suicidal state, but who is unsure whether such a problem exists, should consult another staff member who is familiar with suicidal behavior patterns. If the observer is still in doubt over the seriousness of the behavior, a referral to a mental health professional should be made to have the student assessed for suicidal danger.

Behavioral Warning Signs of Suicide

Changes in behavior and attitude should be questioned, whether they are positive or negative.

Changes in behavior and attitude should be questioned, whether they are positive or negative. The display of one of the signs does not mean that a person is suicidal. Evidence of several signs at one time, however, may indicate there is a need for help. A few behavioral warning signs follow:

- previous suicide attempt
- depression; pervasive sadness
- personality changes

— unusual or sudden withdrawal from or loss of interest in social contacts, friends, interests, or activities
— aggression
— moodiness
— unexplained crying, especially among males

- withdrawn or bored
- living in the past; showing pessimism toward the future
- significant decline in or neglect of schoolwork
- truancy or running away
- expressions of helplessness, loneliness, apathy, and worthlessness
- marked self-abuse through alcohol and/or other drug abuse
- self-mutilation or attempts of the individual to hurt himself or herself physically
- changes in eating behaviors

— loss of appetite
— overeating
— weight loss without dieting
— anorexia or bulimarexia

- lack of energy
- poor personal hygiene; sloppiness
- themes of death, depression, or suicide in an individual's writing, music, or artwork
- frequent references to death or dying; listening to mournful music
- sudden unexplained recovery from severe depression; sudden unexplained happiness
- purchase of a means of suicide, such as pills, weapons, or rope
- making final arrangements, such as giving away valued possessions or writing a will.

Verbal Warning Signs of Suicide

Nothing can be further from the truth than the statement, "If they talk about suicide, they won't try it." Verbal warnings can be so blatant that the hearer dismisses them in hopes of avoiding a difficult situation. Verbal warnings, however, should never be ignored. Some examples follow:

Verbal warnings . . . should never be ignored.

- "I'm going to kill myself."
- "I wish I were dead."
- "My family would be better off without me."
- "The only way out is for me to die."
- "I just can't go on any longer."
- "You won't be seeing me around anymore."
- "You're going to regret how you treated me."
- "It's too much to put up with."
- "Life has lost its meaning for me."
- "Nobody needs me anymore."
- "I'm getting out."
- "I'm tired of life."
- "If (such and such) happens, I'm going to kill myself."
- "If (such and such) doesn't happen, I'm going to kill myself."
- "Here, take this (valued possession); I won't be needing it."
- "It really doesn't matter anyway."

Alcohol and Other Drug Abuse

The Department of Public Instruction conducted a study in 1989 which measured the use of alcohol and drugs in Wisconsin's student population. These findings indicate that a significant number of students began use of alcohol at an early age (53 percent by grade 6) and an increasing number drank to the point of intoxication as they grew older (28 percent by grade 10 and 37 percent by grade 12). Nearly one-half of all 12th graders (47 percent) had used illicit drugs. When these figures were compared to national averages Wisconsin seniors were as likely to use alcohol and less likely to use illicit drugs than the national average of students in their same age group. (For further information, see the DPI's *The Wisconsin Study: Alcohol and Other Drug Use.*)

Trainers at Milwaukee's DePaul Rehabilitation Hospital who specialize in preparing school staff to deal with troubled students recommend that one of the first questions to be asked in determining suicide risk should be "Do you or your family have any problems with drugs or alcohol?" A positive response to this question, according to Gary Anderson, Director of School Programming for DePaul, will do two things. "First, it will aid in diagnosing what the basic problem is and how to treat it. Second, it will indicate that the seriousness of any threatened suicidal behavior is great and immediate intervention to prevent suicide is indicated."

Several life events may act as precipitating factors—that is, they may trigger a suicide attempt or completion. In combination with other warning signs of suicide, such crises can increase or add to a youth's existent feelings of depression, loneliness, distress, worthlessness, or despair. In such cases, one or more of these factors may be the force that causes a youth to choose suicide as an option.

Several life events may act as precipitating factors—that is, they may trigger a suicide attempt or completion.

Major Crises of Youth

The death of a family member or close friend. The feeling of loss may appear to be insurmountable to the student. (The loss of a pet may have the same effect.)

The divorce or separation of parents. Guilt that might result from a youth feeling that he or she caused the divorce or a belief that his or her death may bring parents back together are reasons the student may chose suicide.

The adolescent's own pregnancy or illness. The individual may not feel able to face the situation and may believe that he or she cannot solve the problem except by suicide.

A change in residence. Moving is a loss to youth and represents a change from a known situation to an unknown, scary one.

Breaking-up with one's boyfriend or girlfriend. The intensity of young relationships is great and adolescents often believe that there is only one person in life they can love. Adults generally underestimate the impact of this experience on youth.

Loss of social or financial status of the family. In this situation, fear of the unknown or the shame felt by a young person leaves a feeling of hopelessness.

Rejection by peers. Students have a strong need for approval from peers as they begin to develop lives independent of their families.

Failure to achieve. Young people often mistake task failure as evidence of *personal* worthlessness.

Sexual, emotional, or physical abuse.

Severe illness or injury.

Motivations for Wanting to Commit Suicide

Students can have many reasons for deciding on suicide. Some of these reasons follows:

- wanting to escape an intolerable situation
- wanting to join a deceased love one
- wanting to improve one's condition
- wanting to gain attention
- wanting to manipulate others
- wanting to be punished
- wanting to avoid being punished
- wanting to control when death will occur
- wanting to end an unresolvable conflict
- wanting to become a martyr
- wanting to punish the survivors
- responding to a voice during a "command hallucination"

Helping the Suicidal Student

Educators and other individuals who instruct students on the subject of suicide need to have an understanding of what to do if they realize that a student is suicidal.

The material in this section is presented for a variety of reasons. Educators and other individuals who instruct students on the subject of suicide need to have an understanding of what to do if they realize that a student is suicidal. Knowledge of the content of this discussion, modified appropriately, can and should be presented to students. This section has been prepared to inform and support those who speak to students about suicide by clearly delineating: 1) what to do when faced with the knowledge that a student is suicidal; and, 2) how and when to call in other professionals to assist the student.

What to Do

Tip Number One. *If you suspect a student may be suicidal, refer the student to a professional who is trained in assessing the level of suicidal risk.* In many tasks people can learn from their mistakes, but in the case of a potential suicide a mistake can be fatal.

Tip Number Two. *Whenever you suspect that a student may be suicidal* (see Tip Number One), *seek help from another adult to assist you in all subsequent actions.* A potential suicide entails too much responsibility for any one person to handle alone.

Tip Number Three. *Never agree to "keep a secret" when that secret involves potential harm to another person.* When discussing this with a student, indicate to the informant, who may be uneasy about breaking a confidence, that it is "better to have a live friend angry at you then to have

that friend dead." Tell students that friends who confide suicidal thoughts or behaviors do so because they need and are asking for help.

Tip Number Four. *Never leave an individual alone who has indicated to you that he or she is suicidal.* It is essential that an individual who has indicated a wish, or plan, to kill himself or herself be *taken* to someone for immediate assessment. Contact the building administrators or other appropriate school staff, police, emergency medical technicians, and parents. Document the situation. Follow the school intervention plan.

It is essential that an individual who has indicated a wish, or plan, to kill himself or herself be taken to someone for immediate assessment.

If the student's life is not in immediate danger, strongly encourage the student and his or her parents to seek outside help from community mental health practitioners. Also encourage the student to become involved with the school suicide prevention staff. Offering to accompany the student or to make contacts with community agencies would be appropriate. Notify the appropriate school suicide prevention staff. Document the situation. Follow up with the student after making the referral to demonstrate caring and concern.

Do not attempt to make an assessment of the student's risk level beyond your own common sense and knowledge of the student. Be absolutely sure to follow "Tip Number Two" and seek consultation on the situation from the building administrators *and* the school suicide prevention program staff.

Tip Number Five. *Use the four-part positive action process—listen, support, gather information, and refer.*

Listen to the student carefully. Take the student seriously, and note any feelings he or she describes. While listening, keep the conversation on the present; what feelings, what places, what problems is the student currently experiencing? Be very clear that you take his or her talk of suicide seriously and avoid statements such as "Suicide is silly or dumb," "You've got too much to live for," "You're better off than most people." These statements say to the individual that you do not understand that the pain is real. Statements like these discourage the student even more and make him or her sorry to have confided in you.

Support the individual by being nonjudgmental in your comments. Concentrate on the fact that no matter what has happened the individual has worth as a human being. Be very clear that you are glad the student trusted you enough to talk about this problem and indicate that you are willing to stay involved, to be of help. Let the individual know that many people can help him or her either solve or adjust to the problems. Having an empathetic person to talk to can sometimes get the individual through the crisis.

Gather information so that you can better understand the student's situation and can assist the student in sharing that information with other helping professionals. You may ask about the student's home life, family, or friends. Find out if the person has used or is using drugs or alcohol. Ask about school class work or special interests; find out if the student has any health problems.

Your goal should be to get as much information as possible to pass on to the helping professional who will make the assessment.

Your goal should be to get as much information as possible to pass on to the helping professional who will make the assessment. The assessment will concentrate on a specific, three-part pattern of facts that suicidologists refer to as the SAL (specificity, availability, and lethality) method. Be direct: Ask the student if he or she is thinking of committing suicide, then obtain information on

Specificity. How specific are the individual's plans? Generally the more specific the plan details, the higher the risk.

Availability. How available is the means the individual has chosen? If the means are available either at home or easily purchased, the risk is high. Families with guns or medications in the household whose children are in suicidal crisis and contemplating one of these methods are at a higher risk of experiencing an adolescent suicide than families who do not have these means.

Lethality. How lethal is the method chosen for suicide? Guns are extremely lethal; drug overdoses are lethal but less so; and starvation is of low lethality. Lethality is, generally, based on how quickly death follows the act, therefore lessening the opportunity for rescue. *Refer* any student you feel may be suicidal. See "Tip Number One."

Tip Number Six. *Accept the responsibility for offering help to a suicidal individual and try to get him or her to accept that help.* Avoid feeling responsible for saving the person or providing solutions to the problems presented by the suicidal student. In this situation attention, concern, and involvement are much more important than immediate solutions.

Special Needs And High Risk Populations

The Wisconsin suicide prevention effort is aimed at providing students and adults with information about recognition and referral of suicidal individuals. High-risk students may be identified more easily if some of the conditions that put students at risk are understood. The following information is adapted from Schaffer's *Preventing Teenage Suicide: A Critical Review*, 1988.

Age. Although a few children under 12 commit suicide, student suicidal behavior increases with each subsequent teen year until it peaks at 23.

Ethnicity. The suicide rate of Caucasians is greater than that of either African Americans or Hispanic Americans. Native Americans have rates that vary from three to 20 times the national average.

Previous attempts. Students who have attempted suicide previously are at a higher risk than those who have not attempted.

Reaction to rejection or humiliation. It appears that a significant number of people who commit suicide also experienced an associated traumatic experience such as a break-up of a relationship just prior to their action.

Family history of suicide. A close family member who has committed suicide places the student at a statistically higher risk of suicide.

Disturbed family structure. The disruptive influence of child-abuse or neglect may contribute to the feeling of lack of control and hopelessness, which often is a precursor to a suicide attempt.

High Risk Groups: Definitions

Depressed Students. Depression is a normal feeling for all to experience as a reaction to personal loss; for example, the death of a friend or a loved one. Most can deal with this type of depression. However, depression which may lead to suicidal behavior is quite different. This type of depression lasts over an indefinite period of time. Friends or family of the depressed individual should notice when the depressive state of the individual exceeds the usual length of time needed to resolve the loss. Young children and adolescents can also experience this same sense of loss and depression over a change of schools, breaking up with a boyfriend or a girlfriend, the death of a pet, or a failure to achieve a goal (such as making good grades or a team roster). There are an almost endless number of events or experiences that the young child or the adolescent feels as a loss. Any of these losses might result in a depression that could stimulate suicidal behavior. It is important to realize that the loss is defined by the individual who experiences it, not by anyone else.

Depression is a normal feeling for all to experience as a reaction to personal loss; for example, the death of a friend or a loved one.

Depression can manifest itself in two main ways: (1) a consistently depressed mood; or (2) wide mood swings from depressed to overly happy. Young children and adolescents may not seem depressed to the adults around them because they do not appear to be acting differently than most other youth their age. It is this tendency to miss signs of depression that can lead to an individual's suicide attempt or completion. Although the diagnosis of a clinical state of depression can only be made by a mental health professional, educators and friends can recognize the warning signs of someone needing help. The major sign that educators and friends should be aware of is any significant change in an individual's behavior. Such a change should warn them that something is wrong and that they need to ask the reason for the behavior change. (See pp. 98-102 for a list of some of the warning signs of depression and suicide.)

The depressed student, for this guide's purposes, may or may not be diagnosed as depressed by a mental health professional. If the teacher is aware of a student who has such a diagnosis, he or she should be especially careful in presenting information regarding actual suicide or suicide statistics. "Normal" thought processes are not always reliable in such a case since a depressed student may develop a sense of helplessness that can make suicide seem an acceptable solution to that individual's problem. In

other cases where the teacher is unsure of the extent of the depression but feels that the student exhibits behavior that indicates depression, the teacher should assume that the student has sufficient problems to be treated as if he or she were clinically depressed. A referral to the pupil services staff of the district would be appropriate in order to determine whether a serious problem exists—suicidal or otherwise.

Previous suicide attempters. Individuals who have made previous attempts and who have not received adequate counseling are a high-risk group. Suicidologists indicate that suicidal individuals will make several attempts until they complete the suicide unless they receive help. It is for this reason that the teacher needs to involve his or her district pupil services staff in the plans to present suicide prevention curriculum materials. Pupil services staff are the most likely district staff members to know which students have made previous attempts.

Rape victims. Rape victims, whether the rape was reported or not, are high-risk individuals because the emotional trauma of the experience and the common self-blaming attitude of the victims may produce an emotional state conducive to suicidal behavior.

Abused or neglected children (physical, emotionally, sexually) are a risk because the adults in a caretaking capacity have so exploited them that they often do not develop the emotional stamina to deal with living.

Abused or neglected children. Abused or neglected children (physically, emotionally, sexually) are at risk because the adults in a caretaking capacity have so exploited them that they often do not develop the emotional stamina to deal with living. Some retreat into self-destructive behavior that includes alcohol and other drug abuse and suicide.

Learning disabled and emotionally disturbed students. Learning disabled and emotionally disturbed students are faced with the realization that they are different. Others often do not accept these students and these students sometimes resent their being different. This may result in self-destructive behavior.

Chemically-dependent students. These students cannot live without using their drug of choice, and while under its influence they have impaired judgment. Impaired judgment can lead to a feeling of hopelessness, which is a precursor to suicidal behavior. Young people who are having a difficult time adjusting to their life situation can become depressed. Alcohol has a depressive effect on the system which magnifies the depressive state the student may already be feeling. The mood-altering characteristics of this and other chemicals can place the individual in a suicidal state where the feelings of helplessness, haplessness, and hopelessness lead to suicidal behavior.

Attempts made by youth, while under the influence of a chemical, might also result in a fatality for other related reasons. The young person may inadvertently mix the wrong amounts of alcohol and drugs, causing death when that was not his or her intent. The cumulative effect of mixing more than one drug or mixing drugs and alcohol is often not known by youth. Suicidal gestures made to get attention and help from caretakers

can, under these circumstances, lead to death. Students need to be aware that alcohol or drug use by any of their friends who are depressed is a potentially lethal situation that needs to be referred to an adult they trust.

Gray-area students: These students just don't seem to fit anywhere in the current educational system. They are not eligible for any special educational services and often do not respond to special help with academic subjects. Some have little skill or ability in any non-academic area as well. Socially they may not fit in anywhere, or they may fit in only a very small group. These students may or may not have untapped abilities. Also in this group is the student who simply commits suicide without apparent warning. They represent a group of young people the schools need to be aware of, and whom they need to find ways to reach socially and emotionally.

Native American students. Native American students represent a group with special needs. In terms of high risk for suicide, educators need to be sensitive in making such a generalization about this group. In fact, some tribal groups have a very low rate of suicide while others have high rates. *Contact local resource persons, especially tribal representatives, to determine how suicide prevention materials should be handled to benefit Native American students.*

Transient students. This group represents individuals and families who are facing unusual stress that may appear to be unresolvable. The state of unresolvability can lead to hopelessness and suicidal behavior.

Isolated students. These students are loners and have few sources of personal support. Whether their problems have made them loners or they have developed problems separate from their loner status, they typically do not have the social or emotional skills they need to cope with increased stress and can become suicidal.

Educators and other adults who present the materials in this suicide prevention curriculum need to be familiar enough with the students to have a grasp of which students fit these categories so that they can recommend any special help the students need.

The presence of special needs requires awareness when planning lessons and facing students on a daily basis.

Summary

The presence of special needs requires awareness when planning lessons and facing students on a daily basis. Some of the groups who make up these special needs and high risk populations include

- depressed students who have recently experienced a loss, such as death of a family member or friend or break-up of a relationship.
- previous suicide attempters.
- rape victims, reported and unreported.
- emotionally and physically/sexually abused youth.
- physically or emotionally neglected students.

- learning, disabled, emotionally disturbed, and mainstreamed students.
- chemically dependent students.
- physically/mentally handicapped students.
- gifted and talented students.
- gay/lesbian youth.
- Native Americans.
- transient students.
- isolated students.
- learning disabled/emotionally disturbed students.

The educator should present the suicide prevention curriculum in a simple language and should be comfortable with the topic.

It is *imperative* that the teacher treats students in these groups with sensitivity. The educator should present the curriculum in simple language and should be comfortable with the topic. If the teacher has identified members of the class as belonging to one of these groups, she or he should be aware of these students' vulnerability and give them the option of being excused from the classroom. Presentations in small groups or individual discussions may be more appropriate.

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Centers for Disease Control, 1600 Clifton Road N.E., Atlanta, GA 30333. Telephone: (404) 639-3291.

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Wrobleski, Adina. *Suicide: WHY? 85 Questions and Answers About Suicide*, 5124 Grove Street, Minneapolis, MN 55436: AFTERWARDS, 1989.

Zinner, E.S. "Responding to Suicide in Schools: A Case Study in Loss Intervention and Group Survivorship." *Journal of Counseling and Development* 65.9. (May 1987), pp. 205-211.

The Wisconsin Study: Alcohol and Other Drug Use. Madison, WI: Department of Public Instruction, April 1989.

Sample Lessons to Implement Unit (Grades 6-12)

Educators should not attempt to present this material on suicide and depression to students until the sixth grade.

These sample lesson plans utilize this chapter's information regarding suicide and its relation to depression, alcohol abuse, and other drug abuse. The material contained in these sample lessons is the minimum that is necessary to meet the requirements of 1985 Wisconsin Act 29, s. 115.365 to help students so that they can recognize and refer individuals or themselves for help.

Educators should not attempt to present this material to students until the sixth grade.

Persons who are not comfortable with this material should not present it to students.

It is recommended that presentation of this material be done using a team-teaching approach with at least one of the presenters having experience in pupil services, mental health, or human services.

Myths and Facts About Suicide

The following information is adapted from a 1985 pamphlet from the American Association of Suicidology. 24595 Ash Street, Denver, Colorado 80222. You can give this handout to students for background information.

Myth: People who talk about suicide rarely commit suicide.
Fact: People who commit suicide often talk about ending their lives before they actually do. These "hints" are warnings that should be taken seriously and never ignored.

Myth: Talking to people about their suicidal feelings in a direct way will cause them to commit suicide.
Fact: If people are *not* suicidal, they will reject the idea of suicide. If they *are* suicidal, they will often welcome the chance to open up and talk about their feelings. Talking about suicide shows that you take the suicidal person seriously and that you care. The relief from anxiety people feel by revealing their suicidal feelings may act as a deterrent to suicide.

Myth: There is a "typical" person who commits suicide.
Fact: The potential for suicide exists in all of us. Suicide crosses all socioeconomic groups and no one group is more susceptible than any other. Youth suicide occurs among the rich, poor, athletic, non-athletic, popular, and unpopular alike. There is *no* typical person who commits suicide.

Myth: People who attempt suicide are just trying to get attention.
Fact: Although this is possible, unless someone gives them attention the consequences could be fatal.

Myth: Everyone who commits suicide is depressed.
Fact: Although depression is often associated with suicidal feelings, people who kill themselves can also be anxious, agitated, or may wish to escape their life situation.

Myth: Suicidal tendencies are inherited and run in families.
Fact: Suicide has no characteristic genetic quality. It is an individual decision. Although suicide is not inherited, it can establish a destructive model for family or friends to imitate.

Myth: The person who tries suicide once will always keep attempting or thinking about suicide.
Fact: Many people who do commit suicide have already attempted it, but a suicide attempt is an individual action often made during a very stressful period. Once most suicidal people are helped through this time of crisis, they can continue their lives without repeating their suicide attempt.

Myth: Once a suicidal person's depression lifts, the risk of suicide is over.
Fact: The risk of suicide may be greatest at this time. A suicidal person may feel content at finally deciding to end his or her life. Continuing to deal with problems related to the person's depression is crucial at this time.

Myth: The suicidal person wants only to die and feels that he or she has no other way out and will not turn back.
Fact: Suicidal people desperately want to stop the pain they feel, but have given up hope that they can stop it or that anyone can help them. However, most suicidal people are ambivalent. Part of them is saying "I want to die," while part of them is saying "I want to live and get help." People frequently call for help after making a suicide attempt.

Myth: Suicide occurs without a warning.
Fact: Many suicidal people give warnings of their intent. Paying attention to these warning signs can prevent a suicide.

Sixth, Seventh, and Eighth Grades—Suicide and Depression

Objectives:

- Students will learn to understand and be able to utilize the problem-solving process
- Students will understand the formal definition of alcohol and other drug abuse, depression, and suicide.
- Students will become familiar with the cultural approach to suicide taken in this country and others. (Caution: Some societies see suicide as honorable.)

Activities:

1. Review the problem-solving process (see p. 76, Activity 1).
2. Each student selects a problem to be resolved and applies the problem-solving process. When students finish they should report on the results to the class.
3. View audio-visual materials on alcohol and other drug abuse, depression, and suicide.
4. Have community resource people, such as a funeral director, hospice volunteer, and health personnel, speak to the class on death.
5. Lead the class in a discussion on how to recognize and deal with their own feelings about death. (Appropriate district personnel should review the structure and content of any presentation before it is made.)
6. Have the class practice active listening skills through group discussion (see pp. 51-52, Activity 2).

Suggested Readings for Class:

Facts and Fantasies About Alcohol. Circle Pines, MN: American Guidance Service, Inc., 1971.

Facts and Fantasies About Drugs. Circle Pines, MN: American Guidance Services, Inc., 1971.

Mazer, Norma F. *Dear Bill, Remember Me? And Other Stories*. New York: Delacorte Press, 1976.

Media Resources

Alcohol Facts: For Teenagers Only. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY, 10570-9971.

Understanding Suicide. Filmstrip or videocassette, 1987. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

Making Decisions: You Can Learn How. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

■ Sample Lesson

Ninth, Tenth, Eleventh, and Twelfth Grades— Suicide and Depression

Objectives:

- Students will be able to recognize the warning signs that indicate an individual may have a chemical dependency, be depressed, or be suicidal.
- Students will develop an understanding of the scope of the problems represented by the three conditions of alcohol or other drug abuse, depression, and suicide.
- Students will be able to recognize when, where, and how to seek help for these conditions.
- Students will review and understand the link between these three conditions.
- Students will learn and be able to utilize assertive skills.

Activities:

1. Utilize community resource people to make class presentations on the three conditions.

2. Show and discuss related audiovisual materials.

3. Discuss youth issues with the class, exploring the causes of the three conditions.

4. Have students develop posters or brochures to display to the student body on your district's prevention plan and how to get help. Have the class design and implement a Prevention-Intervention Program.

5. Using cartoons, have the students fill in either "missing" pictures or dialogue to illustrate how to act in specific situations. Use original cartoons or cut out cartoons from magazines or newspapers.

6. Review active listening skills (see p. 51-52).

7. Students should role play based on the vignettes on pp. 117-118.

Ninth, Tenth, Eleventh, and Twelfth Grades—Suicide and Depression

Activity 7

Vignette One

Your friend looks unhappy. You ask her if things are OK, and she answers, "No." What do you do?

- Say "I'm sorry" and then change the subject in an attempt to cheer her up.
- Say "I'm sorry" and make an excuse to leave.
- Ask what the problem is and sit down and listen.
- Contribute your own idea of an appropriate response. What is it?

Act out your answer. Which "answer" was best for you, your friend, both?

Vignette Two

Your friend tells you that he has just learned that his mother is very ill and she might not live. His father yells at your friend and his sister constantly. School is very hard for him and his grades are not as good as they were. What do you do? Act out your answer.

- Tell him everything will work out; he should just be patient.
- Tell him you know lots of people who are worse off so don't worry.
- Ask him what he can do about the problem.
- Say something else. What is it?

Your friend says he just can't take it anymore because on top of all of this, his girlfriend has just broken up with him. He says it just doesn't seem worth it to try anymore. The more he tries, the more problems occur. He says that he'd just like to disappear. Maybe if he weren't around people would know how hard he'd tried and they would be sorry they didn't help more. What do you do?

- Tell him to stop feeling sorry for himself.
- Tell him you feel bad but there's nothing you can do to help.
- Ask him if he's so unhappy that he feels like hurting himself.
- If your friend says "no" to the previous question, what would you do?
- Your friend says, "Yes I'd like to end it all." What do you do?
- Tell him nothing is that bad.
- Tell him that's a stupid thing to say.
- Tell him you're going to take him to an adult for help.
- Your own choice. What is it?

Now, using these descriptions and the class discussion, indicate what you feel should happen in order to get help for the individual.

Vignette Three

Your friend has been "down" for over two weeks. She shows up at your house and gives you her favorite ring. It's the one her grandmother gave her and she's always loved it. You notice that she seems much happier than she was just that morning. When you ask her why she's giving you the ring, she smiles and says it's to remember her by. What do you do?

- Thank her and take the ring.
- Thank her and tell her you can't take the ring.
- Ask if she's planning on hurting herself.
- Notify an adult of what has happened immediately.
- Your own choice. What is it?

Suggested Readings for Class:

Childress, Alice. *A Hero Ain't Nothin' But a Sandwich*. New York: Coward, McCann & Geoghegan, Inc., 1973.

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Suicide in Youth and What You Can Do About It—A Guide for Students. Merck, Sharp, and Doyme, P.O. Box 1486, North Wales, PA 19454: North Wales Press, 1985.

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Wrobleski, Adina. *Suicide: The Danger Signs*. 5124 Grove Street, Minneapolis, MN 55436-2481: Adina Wrobleski, 1985.

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Media Resources:

Andrea: A Friend in Need. Videocassette, 1986. Florence Wing Communication Center, UW-LaCrosse, 1705 State Street, LaCrosse, WI 54601

A Story of Teen Depression. Filmstrip or videocassette, 1987. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

But Jack Was a Good Driver. 16mm filmstrip, 1980. Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570.

Did Jenny Have to Die? Preventing Teenage Suicide. Filmstrip or videocassette, 1984. Sunburst Communications, 101 Castleton Street, Pleasantville, New York 10570-9971.

Teen-Age Blues: Coping with Depression. Filmstrip or videocassette, 1986. New York 10570-9971.

Teens Who Chose Life: The Suicidal Crisis. Filmstrip or videocassette, 1988. Sunburst Communications, 101 Castleton Street, Pleasantville, NY 10570-9971.

7

Focus

This unit focuses on helping students begin to plan for their post-high school experience and to identify the resources available to them to help make that transition. Activities and subjects dealt with in this unit should be coordinated with those of the district pupil services staff. The DPI's Developmental Guidance Model should be included in the implementation of this unit's objectives. The suicide rate for 19- to 24-year-old youths indicates that this group is especially vulnerable to self-destructive behavior. This is a time of transition for students when they leave familiar environments and enter a drastically different world. The world of the adolescent in school is characterized by many opportunities to associate with friends and to have adult guidance and/or assistance as needed. Life after school presents a totally different picture. Students are faced with different expectations from the community. They are expected to either obtain additional schooling—this time not at taxpayer expense—or to obtain employment that will enable them to be self-supporting.

Preparing Youth for Responsibility

Young people are not always well prepared for their new responsibilities.

Young people are not always well prepared for their new responsibilities. Most youth, no matter how conscientious their families and the school have been, cannot easily pick up these responsibilities without help. It is difficult for them to cope because they have left their high school support system and have not yet developed a new one. Although most successfully negotiate this time in their lives, a few experience real problems, and some of these students become so overwhelmed that they lose hope and choose suicide as a solution.

This unit, to be presented to eleventh and twelfth grade students, is designed to familiarize them with the available help in the community. Most of the materials covered in this unit will have been covered in earlier units. However, educators need to gear class discussions and activities in this unit to the reality the students will need to deal with in the immediate future.

Goals

- To have students examine possible future life experiences such as job, marriage, family, child rearing, housing, recreation, job lay-off, divorce, death, disability, natural disaster, military service, continuing education, and so forth.
- To have students identify potential obstacles and ways to deal with these obstacles.
- To have students anticipate potential success and how to deal with it.

Sample Lessons to Implement Unit (Grades 11-12)

Students who are near to completing their school careers often need assistance in understanding the new situation they will soon find themselves in, so the following sample lessons are designed to provide students with information to help them develop a community-based support structure. The material included in this unit partially fulfills the requirement in the 1985 Wisconsin Act 29, s. 115.365 to not only advise students of available suicide prevention resources and how to access them, but to provide them with experiences that promote positive emotional development and planning skills for the future.

Sample Lesson

Eleventh and Twelfth Grades—Life Plan

Objectives:

- Students will formulate a personal plan as a guide to maintaining their own mental health.
- Students will demonstrate stress management skills.
- The class will list intervention strategies and resources associated with emotional and physical health problems.

Activities:

1. Discuss several life histories of adults known to the class (such as a politician, movie star, or teacher) to illustrate how preparation, planning, and unexpected events are part of every person's life.

2. Have students interview adults in the community to learn how their lives developed and evaluate their planning. Have students state what they would do differently and what they would do the same.

3. Have students make a future life plan dealing with goals and objectives, potential obstacles, marriage, education, recreation, strategies to deal with obstacles, sources for help, anticipated gains and losses, and feelings about the plan. The plan should have two parts: one should deal with the three or four years immediately after high school, the other with the subsequent five years. Stress that plans change in the course of time, but that having a plan helps negotiate those changes.

4. Discuss societal and individual issues such as sexism, racism, social class, individual physical maturity, assuming increasing responsibility, success stereotyping, and so forth, and how these issues might affect an individual's plan. Also discuss how the issue's effect on the plan may be controlled.

5. Discuss the emotional health continuum and resources for dysfunctional feelings and behaviors.

6. Have students practice reality budgeting by anticipating how much money they will need to live independently and how much they can expect to earn at specific jobs.

7. Plan an intergenerational values sharing activity. Invite parents, grandparents, aunts and/or uncles to class on one or more days to share with the class their life experiences. Allow the class to ask the presenters questions.

8. Discuss career options. Have representatives of several professions attend school and take part in a "job fair." Presenters should be prepared to describe what preparation is needed for the job, what salary can be expected, the number of job opportunities, and the stability of the job market, such as likelihood of job layoffs.

9. Have students visit various health, mental health, employment, educational, and social service agencies in the community to evaluate them. The students should do a report on these agencies that answers the following questions: (1) What service is provided? (2) What eligibility requirements are there for obtaining service? (3) Is there a cost? How much? (4) Is the agency readily accessible to people without a car? (5) Does the staff seem to want to help? (6) Does the staff seem to know how to help? (7) What are the qualifications to work at the agency? (8) Would I feel welcome here if I needed this kind of help? Would I come here for help? The students should make a report to the class of their findings and those findings should be discussed.

8

Introduction

In implementing any suicide prevention curriculum, care should be taken not only to ensure that basic information about suicide prevention is given to students but also to alert teachers to the necessity of monitoring the reaction of individual students to the material.

Three aspects of implementing this suicide prevention curriculum should be considered before its use. First, the curriculum should meet the basic goals of helping students recognize the signs of suicidal behavior. Second, students need to know how to refer individuals for help. Third, the curriculum should be easily integrated into existing classroom materials and presentations. It should not represent an "add on" responsibility which replaces or duplicates current curricula. The two examples of suicide prevention curriculum from the Appleton school district and the Mequon-Thiensville School District presented in this section stress these three goals and should serve as guides to a rational melding of suicide prevention information into current classroom study units in a variety of subject areas.

In implementing any suicide prevention curriculum, care should be taken not only to ensure that basic information about suicide prevention is given to students but also to alert teachers to the necessity of monitoring the reaction of individual students to the material. It is recommended by the DPI that suicide prevention be presented by two individuals. The second individual is then free to observe the reaction of students while the other is actually teaching the material. Pupil service staff are excellent co-presenters for units on suicide.

Appleton School District

The Appleton school district has included its suicide prevention curriculum in the communications arts coursework. The use of *Romeo and Juliet* as the major focus point in this example is a natural extension of considering the content of the play. Specific information on suicide and how to intervene is given to students while using the play as a case study. Exercises are used to determine whether the suicides of the lovers could have been averted. The use of a fictional case example has the effect of diluting somewhat the emotional content of the suicide presentation, allowing the teacher and the class to deal with the subject more easily. However, this example includes the students writing their own epitaph. This can easily create problems if any of the students are depressed or suicidal. The authors recommend that this type of an exercise which deals directly with the students' own deaths not be used since it is extremely difficult to be certain that none of the students are depressed or suicidal. The following materials are from the Appleton school district's 1988 suicide prevention curriculum for ninth grade and are used with the district's permission.

Suicide Prevention Curriculum—Grade 9

Mission Statement

The problem of teenage suicide is crucial and growing. This group has the third highest rate of suicide, and suicide is the second leading cause of death among teenagers.

In response to both a state mandate and perceived community need, this suicide prevention curriculum is offered as one means to provide our secondary students with a context in which they may cognitively deal with issues relative to the problem of suicide among young people.

This curriculum is not intended to be a panacea for the complex problems that lead to young people taking their own lives, but it is an attempt to offer our students a way to confront the social and personal pressures that often can get out of hand. It is hoped that this curriculum will succeed with the help of caring and compassionate teachers and counselors.

Broad Goals

The content of a suicide prevention curriculum may vary with the school setting. However, a minimum effort should include the following goals for educators:

1. To allow students to discover and express their own attitudes and beliefs about suicide.
2. To present the facts of suicidal behavior and to dispel the myths that shroud the subject.
3. To make students aware of information that will help them better understand depression and suicide ideation.
4. To inform students of strategies for dealing with stress and/or disappointments.
5. To help students become aware of the resources within their school and community.
6. To make students aware of their role as potential rescuers.
7. To provide students with appropriate courses of action to take if they encounter potentially suicidal peers.
8. To examine the connection between suicide and chemical use and abuse.

Introduction

Following this you will find goals for teaching a short unit on teenage suicide prevention designed as a follow up to *Romeo and Juliet*. Included are specific materials you may use to achieve these goals. Regardless of how you choose to approach this topic, it is imperative that all students become aware of the symptoms of suicidal individuals, precipitating events to suicide, and intervention techniques. Because of the sensitive nature of this topic, it is suggested that activities not be assigned a grade. If after teaching this unit you have suggestions for its improvement, please submit them to the communicative arts or guidance supervisor.

Suicide Prevention

Goals

1. Hand out Situation Sheet #1. Ask students to respond in writing to the questions posed at the bottom of the page. Collect sheets from the students and save for post-unit discussions. (See p. 132.)

2. Hand out Suicide Questionnaire Sheet D. (See p. 135.) Have students fill out the questionnaire on their own. Hold discussion until after videotape.

3. Show the videotape, *Dead Serious* (24 min.). Students should not reconsider their answers to the questionnaire and make corrections in light of the videotape.

4. Correct answers should be discussed. (SUGGESTION: Have a group of 3-4 students act as a "panel of experts" to lead discussion of correct choices using the answer sheet provided [Sheets D1 and D2]). (See pp. 137-138.)

5. As a class, have the students brainstorm a list of possible events or problems which might lead a student to attempt suicide. Stress students' use of their *own* experience or background. (See List E, "Precipitating Events," for examples, p. 139.)

6. Hand out List F, "Warning Signs of Suicide." (See p. 140.) In small groups, students should look back at *Romeo and Juliet* for possible suicide warning signs. Examples:
   - Romeo's depression over Rosaline
   - Juliet's frequent threats to kill herself if plans she makes are not successful (like when taking the potion or seeking the Friar's help)
   - Romeo giving his money to Balthasar
   - Romeo's violent behavior (i.e., killing Tybalt, but especially Paris)
   - Romeo's previous suicide attempt in the Friar's cell
   - Romeo's unusual purchase—the poison

7. Hand out sheets G and H. (See pp. 141-142.) Discuss both in light of the videotape, *Dead Serious*. Use specific examples from the videotape or the ignorant ideas on these sheets.

8. You are encouraged to use SAP and other resource personnel, such as guidance or community services. It is suggested that the following step, for instance, be presented by SAP people to emphasize the AODA (alcohol and other drug abuse) link.

   Show the videotape *Friends for Life*, which portrays five situations dealing with suicide.* If time allows, stop and ask for student reactions after each segment.

   *The first segment in the series shows students grieving after a completed suicide. They ask questions about what caused the problems, what warning signs were present, and what they could have done. The others demonstrate positive intervention techniques for a range of situations.

9. Divide class into groups of three to four students. Hand out one of the two remaining situation sheets (B or C) to each group. After completing the exercise, a spokesperson from each group should present its responses to the questions. Record different responses on the board for later discussion.

10. Return the situation sheets from Step 1. Within the groups, have students compare and discuss their original answers relative to the entire unit and what they have learned.

    Close with a brief writing assignment or journal entry in which students explain how they would deal with Situation 1, making reference to the content of the unit.

11. Hand out the wallet-sized cards with hot-line numbers.

Situation Sheet #1

One of your best friends, Mary, approaches you after school to talk to you. She informs you that she is really depressed, had attempted suicide last night, and is thinking of doing it "for good" tonight. She says if you tell *anyone* at all, especially her parents, she will, in fact, do it. You know something about her family situation, and you know it is not good. Her father is known to be an alcoholic and her mother tends to appear overwhelmed and basically ineffective.

1) Is Mary suicidal? How serious is she?

2) What about keeping the "secret"?

3) What would you do?

4) What outcomes would you expect?

Situation Sheet #2

A good friend of yours has been fairly depressed lately about his family situation. His parents were divorced several years ago and just last year his mother remarried and a stepfather entered the picture. Your friend, Bill, does not get along with his stepfather and has a great deal of anger towards him. Bill's grades have been falling and he seems to have lost interest in a variety of things. He has talked about suicide in the past and has even stated he tried it once—he took about ten aspirin—but has always said he would never do it. Today in school Bill looked bad and, in response to your questions, just said last night was another—but the last—bad scene at home. At the end of school, he did not look better. You say good-bye to him and indicate you'll see him tomorrow. He says, "No you won't—nobody will," and leaves.

1) Is Bill suicidal? How much of a risk?

2) What are some of the warning signs?

3) What obligation do you have?

4) What would you do?

5) What outcome would you expect from your interventions?

Situation Sheet #3

In your school you had the opportunity to attend a workshop on depression and suicide. Throughout the presentation and afterwards, you have been troubled because you identify that your mother is highly depressed and has shown some of the warning signs of suicide. You are extremely concerned, but afraid to discuss it with her. You do not feel comfortable talking with your father because he has physically and verbally abused your mother in the past. In fact, that is part of her depression. You are 15 years old.

1) What different approaches might you take?

2) What would you expect to happen?

Suicide Questionnaire

Circle True (T) or False (F).

T F 1. People who talk about suicide seldom mean it and can, in fact, be regarded as low risks to commit suicide.

T F 2. The fact that a person has attempted suicide once greatly reduces the risk of a second attempt.

T F 3. Alcoholics rarely commit suicide because they have, in a sense, found another way of "solving" their problems.

T F 4. Suicide attempts often represent a form of "Russian roulette," meaning that the person is not really sure about his or her attitude toward life and death.

T F 5. If you ask a person directly if he or she is thinking about suicide, you might implant the idea in his or her mind; therefore, this type of direct questioning should be avoided when assessing suicidal intent.

T F 6. Women attempt suicide more often than men.

T F 7. Marked improvement in the mental state of a suicide attempter immediately following an unsuccessful act usually indicates that the problem has passed and that he or she no longer needs to be considered a serious suicidal risk.

T F 8. Suicide now ranks among the ten leading causes of death in the United States.

T F 9. The most dependable method for evaluating suicidal individuals is psychological testing.

T F 10. The probability of successfully committing suicide is higher among men than women.

T F 11. Most suicides occur without previous recognizable warnings.

T F 12. It can be safely assumed that practically all people who attempt suicide have some form of mental illness.

T F 13. Hostility and aggression are the predominant feelings of the majority of suicidal persons.

T F 14. The loss of loved ones has surprisingly little to do with suicidal behavior.

T F 15. Suicide is the third most common cause of death among adolescents and young adults in the United States.

T F 16. Less than 15 percent of the people who attempt suicide actually complete suicide.

Adapted from *Some Facts About Suicide*
By E.S. Shneidman and N.L. Farbarow

Answers to the Suicide Questionnaire

1. **False.** Quite often people who talk about suicide do attempt suicide. **Eighty percent** of those who kill themselves have **left definite warning signs**. One of the major clues is talking about suicide. Don't take for granted that a person who says he or she wants to die isn't self-destructive or won't really harm himself or herself.

2. **False.** Eighty percent of those who commit suicide have **attempted before**. A suicide attempt is considered a **cry for help**. Once an attempt is made, that person is **at higher risk for** making another attempt or **completing suicide. Young people are more likely to make successive attempts. The elderly are more likely to die with a first attempt.**

3. **False.** Alcoholics are at a higher risk for committing suicide. Suicidal people often feel isolated and alone. Alcoholics are frequently alienated from their families or support groups.

4. **True. Ninety-five percent** of those who attempt suicide either do not want to die or are not sure. **They are ambivalent.** Part of them wants the emotional pain to cease and they focus on relief at any cost. Part of them wants to live. Sometimes the person will arrange the attempt to be made so that someone will likely find and save them. **It is not death they seek but an escape from life as they now experience it.**

5. **False.** Talking about suicide with someone who is suicidal will not give him or her the idea or cause him or her to commit suicide. If someone wants to die, a question about that desire will not cause him or her to be suicidal. In fact, talking about feelings or plans often brings relief and is the first step in crisis intervention.

6. **True. Three times as many women** as men attempt suicide. A female is more able to express feelings and ask for help. A male has more difficulty in reaching out. Also, a woman is more likely to use **an overdose of drugs with her attempt,** which leaves more time for intervention. A **man** is more likely to choose a **gun,** which is a more lethal method, and thus the attempt results in death.

7. **False.** A person who is experiencing a crisis may make a decision to attempt suicide as a way to end the crisis. With this decision comes relief, an increase in energy, and an improvement in the apparent mental state. This is the time to be most concerned for the safety of a person in crisis.

8. **True.** For all ages, suicide ranks as the eighth leading cause of death in the United States, according to the 1983 National Center for Health Statistics. There are 12.7 suicides for every 100,000 deaths. There are approximately **30,000** suicides each year.

9. **False. There is not a reliable psychological test that will identify someone who is suicidal. The best way to find out is to ask. If the person trusts that he or she will not be ridiculed or be the target of anger, he or she will most likely give a truthful answer.**

10. **True.** Three times as many men commit suicide as women. For **teenagers**, this ratio increases **five to one.**

11. **False. Eighty percent** of those who kill themselves give definite warning signs. Some **clues** are obvious, some are **subtle**. It is important to learn what these warning signs are and how to respond to them.

12. **False.** Not all people who commit suicide are mentally ill, but chronic mental illness increases the risk for suicide. One does not have to be "crazy" to experience a serious crisis.

13. **False.** Although a suicidal person may become hostile and aggressive, **depression** is the main clinical symptom that precedes suicide.

14. **False.** Experiencing a loss of a relationship is the **most common significant event preceding an adolescent's suicide.** This loss may come not only from a **death** of a loved one but from a **breakup of boyfriend or girlfriend or separation or divorce of the parents.**

15. **True.** Suicide is the third leading cause of death for teenagers. Over 5,000 young people choose to kill themselves. **Accidents** are the first leading cause of death and **homicide** is second. Experts will point out that many times a **death is ruled accidental** to protect the family or because there is often not enough information to rule otherwise, particularly if it is a one-car accident. **Therefore, suicide may indeed** be the leading cause of death for teenagers.

16. **True.** There are at least **nine suicide attempts** that come to the attention of the authorities for **every suicide completion**. **Since many attempts go unreported, there may indeed be more attempts for every completion.**

Precipitating Events

- separation from family or loved one(s)
- disclosure of forbidden or law-breaking activity
- parental problems
- problems with boyfriend/girlfriend
- fear of pregnancy
- school failure
- rape/incest
- rejection by a loved one or peer

Warning Signs of Suicide

Add any of these clues to the blackboard list of warning signs that the students may have omitted.

I. **Verbal**

- Direct statements like "I want to die," or "I don't want to live anymore."
- Indirect statements like "I want to go to sleep and never wake up," "They'll be sorry when I'm gone," or "Soon this plan will be over."

II. **Behavioral**

- depression; sadness
- lack of energy
- increase or decrease in sleeping patterns
- increase or decrease in appetite
- impatience or impulsivity
- inability to concentrate; bored and listless
- angry and destructive or boisterous; shifting to silent withdrawal or tearful loneliness
- withdrawal from usual social activities
- loss of interest in hobbies, sports, job, or school
- drop in grades by a good student or new concern about grades by a poor student
- giving away possessions
- making final arrangements—will, insurance, funeral
- increased risk taking—e.g., driving a car recklessly
- frequent accidents
- previous suicide attempts
- unusual purchase
- themes of death

Assessing the Risk

A person who recognizes the signs of suicide in another must decide what to do. In a society which values personal privacy and discourages even the appearance of interfering in another person's life, people generally do not feel comfortable taking action on someone's behalf. In the case of someone who is suspected of being suicidal, it is imperative to intervene. Take action by interviewing the youth.

- How specific is the person's suicide plan?
- How available is the method chosen to commit suicide? If they have decided to use a gun, for example, and they are from a family that hunts, the risk is high.
- How lethal is the method chosen? If they plan to use a gun or to hang themselves, for example, the risk is very high.

Remember the **SAL** method.

Specificity of the plan
Availability of the means
Lethality of the method

In general, three categories are used to classify potentially suicidal persons.

- Those who talk about their suicidal thoughts but have a low-risk SAL assessment. These youth are probably experiencing some depression due to problems with which they are having difficulty coping. It is important to give these youth support and to help them deal with their situations. Referrals to community agencies *for those problems* may be indicated. The issue of suicide with this group is one to be considered but the problem is dealt with best by concentrating on the resolution of the other problems.

- Youth who seem to be giving serious consideration to killing themselves but have not yet made an attempt. These youths focus on suicide as a solution to their problems but they either do not have a plan or have a very vague one. They need to be referred to community agencies and to school-based resources for help.

Some More Specific Discussion Suggestions Are

- **Don't** say that the idea is "stupid" or that he or she really doesn't mean it.

- **Don't** try to argue the person out of it.

- **Don't** act shocked.

- **Don't** take the person's talk lightly or not seriously just because you think he or she may be trying to get attention. You may be right, but if somebody needs to get attention by saying things like this, then this person does have a problem. Think of suicidal talk as a cry for help; someone saying, "Please listen and talk to me; I need somebody's attention." On the other hand you may be wrong about him or her doing it just for attention. You can't know for sure what a person's thinking. However, you must take all talk of suicide seriously.

- **Do** make sincere comments to your friend like, "I don't want you to do this, " and "I like you and I want to help you."

- Encourage and even insist that the person tell his or her feelings to a counselor, parent, relative or some other adult he or she can trust and who can give him or her more help than you can.

- **Don't** promise not to tell anybody, even if the person asks you to. This is no time to keep secrets.

- You also need to talk to a responsible adult because no one expects you to handle this by yourself.

- Try to spend as much time with your friend as possible; stick with him or her if you can; hook him or her up with some others.

- Give him or her the County Helpline number, 722-7707, and say that he or she can call it anytime day or night—whenever he or she has a problem and needs someone to talk to.

Many people sometime in their lives do think about suicide. This is not abnormal. But committing suicide is a needless and a permanent solution to what are always short-term problems.

Attitudes About Suicide

Open-ended statements. There are no right or wrong ansers to these statements. They are intended only to help you think out your own feelings about suicide. Complete the statement with the first thing that comes to your mind.

1. Suicide is a problem with adolescents because . . .
2. I think that suicide is morally . . . because . . .
3. People who attempt suicide are . . .
4. The best thing to do to help someone who wants to die is . . .
5. If someone I knew committed suicide, the hardest thing for me to deal with would be . . .
6. The only time that suicide could be rational is . . .

   or

   I believe there is no such thing as a rational suicide because . . .

Suicide Prevention Curriculum—Handout

Would You Rather Keep a Secret . . . or Keep a Friend?

GET HELP!

Talk to some adult you trust . . .a teacher, clergyman, counselor, parent, aunt or uncle, or older brother or sister. It's much too risky to try to handle a potential suicidal situation on your own. It may be difficult to break a confidence, but ask yourself—Would you rather keep a secret, or keep a friend?

Good friends, caring family members, and help professionals can intervene and help prevent suicide.

Want to talk?
We'll listen?
731-3211
Crisis Intervention.

DARE TO BELIEVE

That you are a wonderful, unique person. That you are a once-in-all history event. That it's more than a right—it's your duty to be who you are. That life is not a problem to solve, but a gift to cherish. And you'll be able to stay one up on what used to get you down.

PEOPLE TALK ABOUT SUICIDE

You've probably heard the old cliche "People who talk about suicide won't do it." Well that's not always true. Suicidal people often talk about their intentions, or how their friends and families would be better off if they were dead.

Statements like these should be taken seriously. But what should you do if one of your friends threatens suicide?

If you laugh it off, or think it's just a way to get attention, you could lose someone who is special to you. You can help make a difference between life and death.

BE A FRIEND

If someone tells you they are thinking about suicide, talk with them and listen to what they say. Ask questions about their feelings. Ask if they have done anything to carry out their plans. The more detailed the plan, the greater the risk. Your questions won't encourage them to do it. Your concern will help them know you are willing to be a friend.

Discuss it as you would any serious topic. Yet don't try and offer advice like "Think how much better off you are than most people" or, "You don't know how lucky you are." Comments like these only increase feelings of guilt or hopelessness. Encourage, even insist, that your friend get help.

HELP IS AVAILABLE

People who consider suicide have given up hope. They no longer believe they can be helped. The truth is, they can be helped. And you can be the one to get your friend started.
Suggest they call a hotline (in Appleton, call HOTLINE 731-3211). Suggest they talk with some adult they trust. If your friend is reluctant, do it yourself. What may appear to be breaking a confidence, or not keeping a secret, can turn out to be the favor of a lifetime.
And what about yourself? Do you ever feel alone with or overwhelmed by problems? Talk to someone. Ask for help . . . you deserve it!

Supplemental/Optional Activities

1. Use the "Open-Ended Statements." (Sheet I, see p. 143.)

2. Go back to *Romeo and Juliet* and look for precipitating events and/or characters who could have intervened.

3. Hand out and discuss pamphlet "Would You Rather Keep a Secret or Keep a Friend?" (See p. 144.)

4. Have students write a five-paragraph essay incorporating suicide materials with *Romeo and Juliet*.

   I. Introduction

      A. Synopsis of Play
      B. Suicide as a Universal Problem

   II. Warning Signs of Characters

   III. Events Which Precipitated the Tragedy

   IV. Intervention Which Could Have Prevented Tragedy

   V. Conclusion

5. Have students pretend they are a character from *Romeo and Juliet*. Have students write a pretend letter to "Ann Landers" explaining their problems and asking for help. Exchange these and have other students provide possible answers.

6. Give students an assignment on journal writing.

7. Give students an assignment on epitaph writing.

8. In a manner similar to the *Spoon River Anthology* format, have students assume the persona of a dead character who talks from the grave.

9. Have students bring in articles from magazines and newspapers about suicide. Display these on a bulletin board.

10. Rewrite the play *Romeo and Juliet* having someone intervene and having the play end without the suicides.

11. Write a newspaper article about the tragic deaths in the play.

12. Show an additional video concerning the suicide issue.

    Dying to be Heard (Is Anybody Listening?)

Mequon-Thiensville School District

The authors suggest these types of exercises which deal directly with the students' own deaths not be used since it is extremely difficult to be certain that none of the students are depressed or suicidal.

A committee of teachers, pupil services staff members, administrators, and community members developed a comprehensive, first through twelfth grade suicide prevention curriculum that is integrated into all subjects and taught by all teachers. It addresses the major topics of self-concept, decision-making and problem-solving, interpersonal relationships, and understanding death, dying, and suicide. After goals and objectives for each topic were developed, activities already present in other curriculums and appropriate for the suicide prevention curriculum were identified. Most of the objectives could be met with existing activities and materials. This example, however, includes assignments where students write their own epitaph and make arrangements for their own funeral. This can easily create problems if any of the students are depressed or suicidal. The authors recommend that these types of exercises which deal directly with the students' own death not be used since it is extremely difficult to be certain that none of the students are depressed or suicidal. The following materials about suicide prevention curricula for grades K-12 are used with permission from the Mequon-Thiensville school district.

Suicide Prevention Curriculum—Statement of Purpose

The overall purpose of the Suicide Prevention Curriculum is to define the areas in the school district curriculum where the subjects of death, dying, and suicide are naturally addressed. These subjects are covered during the elementary and middle school years, and in many courses at the high school level. The ultimate goal of this curriculum is to help students better understand and cope with the complex nature of death, dying, and suicide.

The four major goals of this curriculum are to help students develop a positive self-concept, develop communication and interpersonal skills, learn to make decisions, and learn to cope with death and dying. The methods by which these goals will be effected include class discussions and the use of guest speakers, professional guidance counselors, text and audiovisual materials, student self-evaluation, field trips, role playing, peer counseling, and professional guidance.

Once the curriculum is in place, the process of dissemination will begin. This process will include staff inservice classes and the implementation of the curriculum itself. Texts and supplementary material will be evaluated on an on-going basis. In addition, district and school administrators, along with department chairpersons in the high school, will monitor the progress of the curriculum implementation and future development.

Suicide Prevention Curriculum—Goals and Objectives

GOAL I. The student will develop a positive self-concept.

- **Objective A.** The student will develop an identity.
- **Objective B.** The student will identify likenesses and differences.
- **Objective C.** The student will develop ideas of being able to succeed.
- **Objective D.** The student will realize that work and effort bring satisfaction.
- **Objective E.** The student will develop an attitude of enjoying new experiences.
- **Objective F.** The student will begin to learn to cope with expectations of self and others.
- **Objective G.** The student will be able to recognize different values and make value judgments.
- **Objective H.** The student will understand self-concept and the effect it has on a person's attitudes, relationships with others, and life choices (career, marriage, etc.).

GOAL II. The student will develop communication and interpersonal skills.

- **Objective A.** The student will learn to identify and understand feelings.
- **Objective B.** The student will learn to learn to express feelings.
- **Objective C.** The student will learn about friendship.
- **Objective D.** The student will learn about the helping resources available in the community.

GOAL III. The student will learn how to make decisions.

- **Objective A.** The student will learn how to make choices.
- **Objective B.** The student will learn to face challenges.
- **Objective C.** The student will learn to cope with disappointment.

Objective D. The student will learn to examine alternatives in making a value judgment.

Objective E. The student will learn the technique of "brainstorming."

Objective F. The student will learn to make choices using the five steps of decision-making.

Objective G. The student will learn the role of consequences in decision-making.

GOAL IV. The student will learn to cope with death and dying.

Objective A. The student will learn to cope with stress.

Objective B. The student will learn to cope with death and dying.

Objective C. The student will be introduced to the grieving process.

Objective D. The student will begin to understand the process of a funeral and burial.

Objective E. The student will learn ways of coping with feelings of depression and sadness.

Objective F. The student will learn to understand suicide.

Objective G. The student will begin to explore his or her relationships and responsibility regarding a pre-suicidal person.

Objective H. The student will learn how to deal with loneliness and lonely feelings.

Suicide Prevention Curriculum—Scope and Sequence

Goal I/Self-Awareness

Goal/Objective	Grade Level	1	2	3	4	5	6	7	8	9-12
Objective A/Identity		x	x	x	x			x		x
Objective B/Differences		x	x	x	x			x	x	x
Objective C/Succeed		x	x	x	x			x		x
Objective D/Satisfaction		x	x	x	x			x		x
Objective E/Experiences		x	x	x	x					
Objective F/Expectations			x				x			x
Objective G/Value Judgments						x				x
Objective H/Self-Concept Effect										x

Goal II/Interpersonal skills

Goal/Objective	Grade Level	1	2	3	4	5	6	7	8	9-12
Objective A/Understand Feelings		x	x	x	x	x		x		x
Objective B/Express Feelings		x	x	x	x	x		x		x
Objective C/Friendship				x	x		x	x	x	x
Objective D/Resources									x	x

Goal III/How to make decisions

Goal/Objective	Grade Level	1	2	3	4	5	6	7	8	9-12
Objective A/Choices		x	x	x	x	x				x
Objective B/Challenges		x	x	x	x		x	x		x
Objective C/Disappointment		x	x	x	x			x	x	x
Objective D/Alternatives						x				x
Objective E/"Brainstorming"							x		x	x
Objective F/Decision-making							x			x
Objective G/Consequences							x	x	x	x

Goal IV/Cope with environmental stressors

Goal/Objective	Grade Level	1	2	3	4	5	6	7	8	9-12
Objective A/Stress					x				x	x
Objective B/Death and Dying			x		x			x	x	x
Objective C/Grieving						x		x	x	x
Objective D/Funerals									x	x
Objective E/Depression							x			x
Objective F/Suicide								x	x	x
Objective G/Pre-Suicide									x	x
Objective H/Loneliness										x

Suicide Prevention Curriculum—Grades K-4

GOAL I. The student will develop a positive self-concept.

Objective A. The student will develop an identity.

1st grade
- DUSO goal 1
- "Family Tree"
- "Let's Learn All About Me" (Carson/Delosa dittos)
- Finger Print Pictures
- "Marvelous Me" (The Learning Works dittos)
- "Hooray for Me"

2nd grade
- Special person of the week
- Value Awards for good behavior
- Family graphs, size, interests, pets, etc.
- "Growing," Chapter 3, *Being Healthy*
- "You Grow," Chapter 4, *Accept on Science*
- "I'm Glad I'm Me" poem
- Weekly Reader Ready-Set-Grow
- "You're One of a Kind"
- "You're All Right"
- "You're Either One or the Other"

3rd grade
- Celebrating birthdays
- Decorating "Terrific Me!" ribbon for open house
- "ME" booklet-making activity
- Write autobiography (Library Unit)
- *Substance Abuse Prevention Activities*, pp. 50-55

4th grade
- "ME" booklet
- *You + Me = Us*, part 2, grades 3 and 4, (Instructo)
- *The Month to Month Me* by Linda Schwartz (Learning Works)
- *I've Got Me and I'm Glad* by Farnette, Forte, and Loss (Incentive Publications)
- *Caring* by Mary Anne McElmurry (Good Apple)

Objective B. The student will identify likenesses and differences.

1st grade
- DUSO goals 3, 4,and 17
- Make a bouquet
- "People Puzzles"
- "The Lost Child Game"
- *Frederick* by Leo Lionni
- "Finding Favorites" (graphing)

2nd grade
- *Little Brown Bear*, MacMillan level 10
- "Families," Chapter 2, *Being Healthy*
- "Belonging," pp. 52-3, *Substance Abuse Prevention Activities for Children*
- Value Awards for good behavior
- "Magic Circle" discussions
- Graphs to make comparisons

3rd grade
- "Learning Discoveries" posters
- Value Tale, *The Value of Understanding: Margaret Mead*
- *Inside Out* TV program
- Classroom discussions and opportunities for sharing personal ideas and experiences with classmates

4th grade
- *The Month to Month Me* by Linda Schwartz (Learning Works)
- *I've Got Me and I'm Glad* by Farnette, Forte, and Loss (Incentive Publications)

Objective C. The student will develop the idea of being able to succeed.

1st grade
- DUSO goals 2 and 11
- Bulletin Board: "I can because I think I can!"
- "Fuzzy Gram"

2nd grade
- *Value of Believing in Yourself: Story of Dr. Louis Pastuer* (Value Tale Series)
- *You Can Do It* (Weekly Reader Ready-Set-Grow)
- Value Awards for showing improvement in academics
- *Impossible Possum*, MacMillan level 13
- Story writing—personal efforts to achieve

3rd grade

- Value Tales. *The Power of Overcoming: Helen Keller*
- Writing assignment: "Pat On the Back"
- *The Me I'm Learning to Be*, Forte, (Incentive)
- *T.A. For Kids*, Freed
- Private Praise/Public Praise
- Positive reinforcement throughout the day
- "Learning Discoveries" posters (creative writing)

4th grade

- *Boston Bells: Tell Me How the Sun Rose*, (Ginn)
- Positive reinforcement throughout the day

Objective D. The student will realize that work and effort bring satisfaction.

1st grade

- DUSO goal 29
- *The Little Engine That Could* by Watty Piper
- Bulletin Board: "If It Is to Be, It Is Up to Me!"

2nd grade

- *Value of Responsibility: Story of Ralph Bunch* (Value Tales Series)
- Value Awards for showing responsible actions and attitudes during the school day
- Writing activity: "Pat on the Back"

3rd grade

- Success-oriented assignments and activities with positive feedback
- DUSO II, Unit 3, "Developing Responsibility"
- Oral book reports in class
- Report card conferences
- Value Tale, *The Power of Foresight: Thomas Jefferson*

4th grade

- Oral reports
- Science projects

Objective E. The student will develop an attitude of enjoying new experiences.

1st grade

- *Whistle For Willie* by Ezra Keats
- "Try" badges
- "It's All Part of the Job"
- *Curious George* stories by D.L. Rey

2nd grade

- *Value of Learning: Story of Marie Curie* (Value Tale Series)
- Make Schema Charts
- Value Awards for performance showing effort to learn
- "Using Your Head" (Weekly Reader Ready, Set, Grow)

3rd grade

- Tangible rewards for good work or special effort
- Positive calls and notes home to parents
- Houghton-Mifflin "Language Bonus" Sheets
- Value Tale, *The Value of Adventure: The Story of Sacajawea*

4th grade

- Tangible rewards for good work or special effort
- Positive calls and notes home to parents

Objective F. The student will begin to learn to cope with expectations of self and others.

2nd grade: Encouragement given to each other to keep trying.

Objective G. The student will be able to recognize different values and make value judgments. (Students do not complete this goal at this time.)

Objective H. The student will understand self-concept and the effect it has on a person's attitudes, relationship with others, and life choices (career, marriage, etc.). (Students do not complete this goal at this time.)

GOAL II. The student will develop communication and interpersonal skills.

Objective A. The student will learn to identify and understand feelings.

1st grade: To identify good feelings.

- DUSO goal 5
- "How Do You Feel" (game)
- Emotion mobile
- Musical recordings
- *Happiness is a Warm Puppy* by Charles Schultz

2nd grade: To identify good feelings about self.

- Weekly Reader Ready-Set-Grow Series
  - "A Kid's Guide to Growing Up"
  - "Making Up Your Own Mind"
- *Substance Abuse Prevention Activities for Children*
  - "Feelings Are OK," pp. 20-1
  - "Feeling Moods," pp. 57-8

2nd grade: To identify good feelings about others.

- *Substance Abuse Prevention Activities for Children*
  - "Feelings are OK," pp. 20-1
  - "Feeling Moods," pp. 57-8
  - "Feeling Good," pp. 71-2
- "Checking 'em Out and Sizing 'em Up" (Weekly Reader Ready-Set-Grow Series)
- Role playing situations

3rd grade: To realize that people react differently and have different feelings.

- *Inside Out* TV program
- Classroom discussions
- "Buddy" system for new students
- "You're Unique and I Respect You So" (Poem)
- DUSO 2, Unit 2, "Toward Friendship: Understanding Peers"
- Cycle C: Learning to empathize with the feelings of others

4th grade: To understand the feelings of self and others.

- *The Month to Month Me* by Linda Schwartz (Learning Works)
- *You + Me = Us*, part 2, grades 3 and 4, (Instructo)
- *Caring* by Mary Anne McElmurry (Good Apple)
- *I've Got Me and I'm Glad* by Farnette, Forte, and Loss (Incentive Publications)
- *Values Clarification* by Simon, Howe, and Kirschenbaum
- *Connection Rainbows* by Bob Stanish (Good Apple)
- *A Funny Feeling, Gateways*, (Houghton-Mifflin)

Objective B. The student will learn to learn to express feelings.

1st grade: To select appropriate ways to express feelings.

- DUSO goals 7, 8, and 35
- *Feelings Between Kids and Grownups* by Marcia Contra
- *The Quarreling Book* by Charlotte Zolotow
- "If You're Happy and You Know It" (song)
- Story Characters—stop reading and ask for feelings of characters. Predict responses.
- Role Play situations and feelings

2nd grade: To develop the habit of expressing positive feelings about self and others.

- Weekly Reader Series Ready-Set-Grow
- "Saying What You Mean"
- "Handling Your Ups and Downs"
- *Value of Friendship: Story of Jane Adams* (Value Tales Series)
- Value Awards for showing that you are a friend
- Make magnets for showing how we attract friends
- "Magic Circle" discussions

3rd grade: To explore ways to express positive and negative feelings without hurting others.

- Solving interpersonal problems through one-to-one exchange
- "Skillstreaming the Elementary School Child" by Goldstein and McGinnis (Skillstreaming activities)
- DUSO 1, Unit 2, "Toward Friendship: Understanding Peers"
- Cycle B: Learning to express both positive and negative feelings

4th grade: To learn to appropriately communicate feelings.

- *I've Got Me and I'm Glad* by Farnette, Forte, and Loss (Incentive Publications)
- *Communicating* by Mary Anne McElmurry (Good Apple)
- *Values Clarification* by Simon, Howe, and Kirschenbaum
- *Caring* by Mary Anne McElmurry (Good Apple)

GOAL III. The student will develop communication and interpersonal skills.

Objective C. The student will learn about friendship.

3rd grade: To explore ways to make friends
- Choosing partners to work on projects
- Practice introductions
- Stories on "friendship" from the library
- Cooperative learning activities
- Skillstreaming activities
  - Beginning and ending conversations
  - Playing a game
  - Joining a group

3rd grade: To consider and respect differences.
- Kids on the Block presentation
- Multicultural presentations

4th grade: To learn to choose, make, and be a good friend.
- *The Month to Month Me* by Schwartz (Learning Works)
- *You + Me = Us*, parts 1 and 2, grades 3 and 4 (Instructo)
- *Caring* by Mary Anne McElmurry (Good Apple)

4th grade: To learn to cope with fluctuations in friendship.
- "The Month to Month Me" by Schwartz (Learning Works)
- "Belonging" by McElmurry (Good Apple)

4th grade: To realize the importance of individual differences.
- *Values Clarification* by Simon, Howe, and Kirschenbaum
- *You + Me = Us*, part 2, grades 3 and 4, (Instructo)
- *Belonging* by McElmurry (Good Apple)
- "Wish Come True," *Windowpanes*, (Addison-Wesley)
- "The Challenge," *Gateways*, (Houghton-Mifflin)

Objective D. The student will learn about the helping resources available in the community. (Students do not complete this objective at this time.)

GOAL III. The student will learn how to make decisions.

Objective A. The student will learn how to make choices.

1st grade: To recognize choices.
- DUSO goals 30 and 32
- "Story Starters"
- "Things People Choose"
- "Make a Menu"
- *A Tooth for the Tooth Fairy* by Louise Gunther

2nd grade: To look for solutions to problems.

- Weekly Reader Ready-Set-Grow Series
  - "Handling Your Disagreements"
  - "A Kid's Guide to Understanding Parents"
  - "The Nitty-Gritty of Family Life"
  - "Mine and Yours"
- "Magic Circle" discussions
- "Problem, Plan, Solutions" (practice activity)

2nd grade: To learn how to make choices.

- Daily hot lunch choices
- Choosing teams for class games

3rd grade: To realize there are many choices.

- Presentation by Ozaukee Council
- "5 Steps of Problem Solving" (Bulletin Board)
- Giving students choices for use of free time
- *What Would Happen If . . .*, by Silbert, (Creative Thinking)

4th grade: To practice making choices between competing alternatives.

- *Values Clarification* by Simon, Howe, and Kirschenbaum
- *You + Me = Us*, part 1, grades 3 and 4, (Instructo)
- *Connecting Rainbows* by Stanish (Good Apple)
- *Working Things Out* (Startline Developmental Learning Materials)

4th grade: To make wise choices about the use of drugs.

- Drug Education Unit
- *Rainbows and Jolly Beans* by Yerians
- *Drugs and You* by Madison

Objective B. The student will learn to face challenges.

1st grade: To learn to face challenges.

- DUSO goals 16 and 28
- *What Mary Jo Shared* by Janice Udry

2nd grade: To learn what they are responsible for.

- Setting goals for day and week
- Making class rules
- Value Awards for making responsible decisions
- "A job worth doing is worth doing well" (Ben Franklin Motto)

2nd grade: To learn to take the steps to complete a task.

- List daily assignments on board

3rd grade: To identify appropriate behavior in various groups.

- Classroom discussions
- Modeling, role playing, reinforcing, direct teaching
- *Skillstreaming the Elementary School* by McGinnis
- *Robbie Raccoon* (Weekly Reader)

4th grade: To learn to set realistic goals.
- *Month to Month Me* by Schwartz (Learning Works)

4th grade: To evaluate and learn from errors.
- *Month to Month Me* by Schwartz (Learning Works)

Objective C. The student will learn to cope with disappointment.

1st grade
- DUSO goal 6
- Class poster
- *The Ugly Duckling* by Hans Christian Anderson
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

2nd grade
- "Fastest Quitter in Town," *Towers*, (Houghton)
- Class spell downs, contests, and games
- Role playing
- Tests, report cards, worksheet corrections

3rd grade
- Value Tale, *The Value of Courage: The Story of Jackie Robinson*

4th grade
- *Connecting Rainbows*, by Stanish (Good Apple)
- "A Different Shape," *Gateways*, (Houghton-Mifflin)
- "So Long Chelsea," *Windowpanes*, (Addison-Wesley)

Objectives D-G. Grades K-4 students do not complete these objectives at this time.

GOAL IV. The student will learn to cope with death and dying.

Objective A. The student will learn to cope with stress.

4th grade
- *Coping* by Sanders and Turner (Good Apple)

Objective B. The student will learn to cope with death and dying.

2nd grade
- *My Grandpa Died Today*, Fassler (Human Services Press)
- *The Old Dog*, Abbott, (Coward, McCann, Geoghegan)
- Class Discussions
- Life cycle of plants and butterflies
- Food chains

4th grade
- *Coping* by Sanders and Turner (Good Apple)
- "First Snow," *Gateways*, (Houghton-Mifflin)

Objectives C-H. Grades K-4 students do not complete these objectives at this time.

Suicide Prevention Curriculum—Grades 5-8

GOAL I. The student will develop a positive self-concept.

Objective A. The student will develop an identity.

7th grade
- *Exploring Your Feelings*, Filmstrip (Sunburst)
- *Learning to Care*, curriculum (Argus Life Line)
  - Unit 7, "In Other People's Shoes"
  - Unit 8, "Sensitivity"
  - Unit 9, "Consequences"
  - Unit 10, "Points of View"
  - Unit 12, "What Would You Have Done?"

"Transitions," Curriculum (American Guidance)
- Communication and problem-solving
- Encouraging openness and trust
- Verbal and non-verbal communication of feelings
- Increasing awareness of values

Objective B. The student will identify likenessness and differences.

7th grade
- *Exploring Your Feelings*, Filmstrip (Sunburst)
- *Learning to Care*, curriculum, (Argus Life Line)
  - Unit 7, "In Other People's Shoes"
  - Unit 8, "Sensitivity"
  - Unit 9, "Consequences"
  - Unit 10, "Point of View"
  - Unit 12, "What would You Have Done?"

"Transitions," Curriculum (American Guidance)
- Communication and problem-solving
- Encouraging openness and trust
- Verbal and non-verbal communication of feelings
- Increasing awareness of values

8th grade: To identify individual strengths and weaknesses.
- Recommendation sheet for high school
- COPS II interest inventory
- Interscholastic sports, academic, music, and art contest participation
- *Developing Self-Respect*, Filmstrip (Sunburst)

Objective C. The student will develop ideas of being able to succeed.

7th grade

- *Exploring Your Feelings*, Filmstrip (Sunburst)
- *Learning to Care*" Curriculum (Argus Life Line)
  - Unit 7, "In Other People's Shoes"
  - Unit 8, "Sensitivity"
  - Unit 9, "Consequences"
  - Unit 10, "Points of View"
  - Unit 12, "What Would You Have Done?"

"Transitions," curriculum (American Guidance)

- Communication and problem-solving
- Encouraging openness and trust
- Verbal and non-verbal communication of feelings
- Increasing awareness of values

Objective D. The student will realize that work and effort bring satisfaction.

7th grade

- Formal investigation of career opportunities
- Match individual strengths and weaknesses with performance

Objective E. The student will develop an attitude of enjoying new experiences. (Students do not complete this objective at this time.)

Objective F. The student will begin to learn to cope with expectations of self and others.

6th grade

- *You and the Group*, filmstrip (Sunburst)
- "Transitions," curriculum (American Guidance)
- *Coping: Strategies for Growth*, filmstrip (AVNA)

Objective G. The student will be able to recognize different values and make value judgments.

5th grade

- *Substance Abuse Prevention Activities*, chapters 5 and 6
- *Geronimo Jones*, movie
- *Thinking With Values*, grade 5, (Steck-Vaughn)

Objective H. The student will understand self-concept and the effect it has on a person's attitudes, relationships with others, and life choices (career, marriage, etc.). (Students do not complete this objective at this time.)

GOAL II. The student will develop communication and interpersonal skills.

Objective A. The student will learn to identify and understand feelings.

5th grade: To identify feelings and how they affect people under various circumstances.

- *Creative Problem Solving for Kids*, Eberle and Stanish
- "Problems About Myself" (Rating Scale)

7th grade

- "Transitions," curriculum (American Guidance)
  - Communication and problem-solving
  - Encouraging openness and trust
  - Verbal and non-verbal communication of feelings
  - Increasing awareness of values

Objective B. The student will learn to learn to express feelings.

5th grade: To express feelings through peripheral experiences.

- "Who Am I," questionnaire, *100 Ways to Enhance Self-Concept*
- "My Feelings Checklist," *Career Education Guide*
- *Values Clarification*, Simon, Howe, and Kirschen-Baum
- Role playing

7th grade: To express feelings through listening and observing.

- "Transitions," curriculum (American Guidance)
  - Communication and problem-solving
  - Encouraging openness and trust
  - Verbal and non-verbal communication of feelings
  - Increasing awareness of values

Objective C. The student will learn about friendship.

6th grade: To learn what constitutes "good" and "bad" friendships.

- *You and the Group*, filmstrip (Sunburst)

7th grade: To help re-establish friendships on the basis of individual rather than group preference.

- "Transitions," curriculum (American Guidance)
  - Communications and problem-solving
  - Encouraging openness and trust
  - Verbal and non-verbal communication of feelings
  - Increasing awareness of values

7th grade: To understand that an individual's behavior influences the reactions of others to the individual.

- "Transitions," curriculum (American Guidance)
  - Communication and problem-solving
  - Encouraging openness and trust
  - Verbal and non-verbal communication of feelings
  - Increasing awareness of values

9th grade: To understand how their actions affect other people.

- *How To Make Good Decisions*, filmstrip (Sunburst)

Objective D. The student will learn about the helping resources available in the community.

8th grade

- List of names, type of help, fee, and phone number taken from *COPE Hotline*
- *Resources Guide*

GOAL III. The student will learn how to make decisions.

Objective A. The student will learn how to make choices.

5th grade: To have opportunities to make choices.

- *Creative Problem Solving for Kids*, Eberle and Stanish

Objective B. The student will learn to face challenges.

6th grade

- *Your Emotions: The Coping Program*, filmstrip
- *Feelings Grow, Too*, filmstrip (Sunburst)

7th grade: To learn to accept failure as a part of living and to learn to cope with it through communication.

- "Transitions," curriculum (American Guidance)
  - Communication and problem-solving
  - Encouraging openness and trust
  - Verbal and non-verbal communication of feelings
  - Increasing awareness of values

8th grade: To learn to integrate feelings of disappointment, frustration, and unhappiness into their lives.

- *Your Emotions—The Coping Process*, filmstrip (Sunburst)

Objective D. The student will learn to examine alternatives in making a value judgment.

5th grade

- *What is a Friend?* movie
- Role playing
- *Creative Problem-Solving for Kids*, Eberle and Stanish (DOK Publishers)

GOAL III. The student will learn how to make decisions.

Objective E. The student will learn the technique of "brainstorming."

6th grade

- *How to Make a Good Decision*, filmstrip (Sunburst)

8th grade

- Practice brainstorming in class
- Go through high school course selection process

Objective F. The student will learn to make choices using the five steps of decision-making.

6th grade
- *How to Make a Good Decision*, filmstrip (Sunburst)

Objective G. The student will learn the role of consequences in decision-making.

6th grade
- *Becoming Responsible*, filmstrip (Human Relations Media)
- "Lifeline," curriculum (Argus)

7th grade
- "Transitions," curriculum (American Guidance)
- Communication and problem-solving
- Encouraging openness and trust
- Verbal and non-verbal communication of feelings
- Increasing awareness of values

8th grade: To see and evaluate consequences for alternative choices.
- *How to Make Good Decisions*, filmstrip (Sunburst)
- High school planning for sophomores, juniors, and seniors

GOAL IV. The student will learn to cope with death and dying.

Objective A. The student will learn to cope with stress.

8th grade
- *Dealing With Stress*, filmstrip (Sunburst)
- *Stress Series*, filmstrips (Marsh Films)

Objective B. The student will learn to cope with death and dying.

7th grade
- Discussion of death and dying issues in literature
- Discussion of death as a natural occurrence

8th grade: To recognize that death is a natural occurrence.
- *Death Be Not Proud*, book
- *How It Feels When a Parent Dies*, Krementz

Objective C. The student will be introduced to the grieving process.

5th grade
- Share feelings about death of a family pet
- Read newspaper articles on loss of an animal
- Visit a veterinarian or have him/her come to class
- Discuss what happens to sick animals

7th grade

- Discussions to explore and understand the grieving process

8th grade

- *Learning to Say Goodbye*, Le Shan
- *What Makes Me Feel This Way*, Le Shan

Objective D. The student will begin to understand the process of a funeral and burial.

8th grade

- Presentation by a mortician

Objective E. The student will learn ways of coping with feelings of depression and sadness.

6th grade

- *Your Emotions: The Coping Program*, filmstrip (Sunburst)
- *Feelings Grow Too*, filmstrip (Sunburst)

Objective F. The student will learn to understand suicide.

7th grade

- Discussions to begin dealing directly with suicide.

8th grade: To begin to recognize the feelings and symptoms of a pre-suicidal person.

Objective G. The student will begin to explore his or her relationships and responsibility regarding a pre-suicidal person.

8th grade

- *Preventing Suicide*, filmstrip (Sunburst)

Objective H. The student will learn how to deal with loneliness and lonely feelings. (Students do not complete this objective at this time.)

Suicide Prevention Curriculum—Grades 5-8

GOAL I. The student will develop a positive self-concept.

Objective A. The student will develop an identity.

EEN Social Skills: The student will identify traits and behaviors that develop self-concept.

- *Contemporary Concerns of Youth*, pp. 1.1, 5.1, 5.2
- American Guidance Services
- *The Ida Bank*, pp. 177-179, 182-3, Milwaukee Public Schools
- *Skillstreaming the Adolescent*, pp. 31 and 106, Research Press

Anatomy and Physiology, grades 11 and 12: The student will understand the basic organization of his or her body and the perfection that is his or hers to care for.

- *Textbook of Anatomy and Physiology*, pages 3-27

Objective B. The student will identify likenesses and differences.

Contemporary Issues

- Comparison of student attitude survey results

Biology grades 9 and 10: The student will learn to cope with death and dying.

- *Biology—Living Systems*, textbook
- Chapters 6-11, "Heredity"
- Chapter 8, "Human Genetic Diseases"
- Chapter 12, "Classification," GOAL IV.

Objective C. The student will develop ideas of being able to succeed.

Psychology of Human Relations: The student will desire to develop good working relationships with class members and instructor.

- "Partner Risk or Sharing Trio", *Value Clarification*, p. 177, Simon

Objective D. The student will realize that work and effort bring satisfaction.

EEN Social Skills: The student will develop motivation.

- *Contemporary Concerns for Youth*, pp. 6.1-4, 7.4, 35.1

Biology, grades 9 and 10: The student will develop motivation through learning about the accomplishments and careers of famous biologists.

- *Biology—Living Systems*, textbook, pages 27, 83, 136, 166, 217, 227, 288, 367, and 687.

Objective E. The student will develop an attitude of enjoying new experiences.

Objective F. The student will begin to learn to cope with expectations of self and others.

Psychology of Human Relations: The student will understand the role of basic needs in motivation and response.

- Maslow's Hierarchy of Needs
- Analysis of advertisements/media influence

EEN Social Skills: The student will recognize the need for benefits of establishing realistic goals.

- *Contemporary Concerns of Youth*, pp. 10.1, 63-6
- *Learning to Achieve*, pp. 33-4, 39-40, 41-4

EEN Social Skills: The student will begin to develop realistic goals.

- *Contemporary Concerns of Youth*, pp. 10.2-3, 63-6
- *Learning to Achieve*, pp. 30-2, 45-9, 53-6
- *Skillstreaming the Adolescent*, pp. 45, 130, 213-20
- *The Uroboros: A Trust Story*, William Gladden Foundation, pp. 1-13

Objective G. The student will be able to recognize different values and make value judgments.

Psychology of Human Relations: The student will analyze his or her own values, goals, prejudices, personality, and level of maturity.

- Class discussion
- "Twenty Things I Like To Do," activity sheet
- Values bartering game
- "Acting Your Age," activity sheet
- "The Art of Growing Up," activity sheet
- "You Show Various Degrees of Maturity," activity
- "Where Do You Stand?" activity sheet

Psychology of Human Relations: The student will be able to complete a self-study

- "Taking a Look at You," activity sheet
- "Are You Someone Who?" activity sheet
- "My Concept of Myself," activity sheet
- *Developing Self-Respect*, filmstrip
- "Self-Study," writing assignment

Psychology of Human Relations: The student will understand the importance of good mental health and how to maintain it.

- Class discussion
- "The 10 Commandments of Maintaining a Good Mental Attitude," activity sheet
- "Checklist on Emotional Maturity," activity sheet
- "Successful Living," activity sheet
- *Ordinary People*, movie
- *Your Emotions: The Coping Process*, filmstrip
- "Awareness: Insight Into People," game
- "A Can of Squirms," game

Criminal Justice: The student will discuss different choices in every day decision situations.

- "Scruples," game

Criminal Justice: The student will choose ten people and ten laws to use to develop a new society.

- "Planet Earth is Dying," exercise

Contemporary Issues: The student will analyze suicide notes and discuss the reasons for the choice of death as opposed to alternative choices.

- Suicide notes

Objective H. The student will understand self-concept and the effect it has on a person's attitudes, relationships with others, and life choices (career, marriage, etc.).

9th grade Health

- "Who Am I?—Developing Self-Concept," video, *On the Level*
- "Who Am I?" Wellness paper
- "Surrounded—Peer Group Membership," video, *On the Level*
- "Looking at Values," student activity sheet

English 9, Literature to Film, Literature of the Oppressed

- *Pride and Prejudice*
- *Bless the Beasts and the Children*
- *The Old Man and the Sea*
- *The Elephant Man*

EEN Social Skills

- *Contemporary Concerns of Youth*, pp. 1.2, 1.3, 14.1, 14.3, A.G.S.
- *T.A. for Teens*, pp. 1-18, 21-31, 103-122, Jalmar Press
- *Skillstreaming the Adolescent*, pp. 100, 104, 105, 109, 119
- *Free to Be You*, workbook, pp. 28-47
- *Managing Yourself*, pp. 34-5

GOAL II. The student will develop communication and interpersonal skills.

Objective A. The student will learn to identify and understand feelings.

9th grade Health

- *Understanding Health*, textbook
- "Face to Face—Dealing with Conflict," video, *On The Level*
- "Behind the Scenes—Accepting Feelings," video, *On The Level*
- "Score Sheet—Feelings," student activity sheet
- "Feelings, Wo, Wo, Wo, Feelings," student activity sheet
- "How Do You Handle Conflict?" student activity
- "The Role of Fear," student activity sheet
- "Chapter 2 Definitions," *Understanding Health*
- "Down Memory Lane," student activity sheet

English 9, English 10, Grammar, American Scene 1940s-1950s, 20th Century American Literature, American Literature

- *My Antonia*
- *Cyrano DeBergerac*
- *Home of the Brave*
- *Night*
- *Romeo and Juliet*
- *The Old Man and the Sea*
- *The Hessian*
- *A Special Kind of Courage*
- *The Crucible*
- "The Heyday of the Blood"
- "The Monkey's Paw"

Objective B. The student will learn to express feelings.

9th grade Health

- *Understanding Health*, textbook
- "Face to Face—Dealing with Conflict," video, *On The Level*
- "Developing Coping Skills," student activity sheet

English 9, English 10

- *Julius Caesar*
- *Great Expectations*
- *Odyssey*
- *A Happy Journey to Trenton and Camden*
- "The Interlopers"

EEN Social Skills: The student will develop appropriate assertive responses.

- *Essential Social Skills*, pp. 2 and 17, J. Weston Walch
- *Innerchange: Experiences*, Human Training Institute, pp. 26.1 - 5
- *Skillstreaming the Adolescent*, pp. 112-4, 116-7, 121-222, 125, 127

EEN Social Skills: The student will control and express anger appropriately.

- *Coping For Kids*
- *Skillstreaming the Adolescent*, pp. 115, 123-4, and 129

Objective C. The student will learn about friendship.

9th grade Health

- *Understanding Health*, textbook
- "Face to Face—Dealing with Conflict," video *On the Level*
- "Surrounded—Peer Group Membership," video, *On the Level*
- "How Do You Handle Conflict?" student activity
- "Wanted: Best Friend," student writing activity
- "Best Friend Description," writing activity
- "The Role of a Good Friend," writing activity

English 9, English 10, War Has Many Faces, 20th Century American Literature

- *Great Expectations*
- *Call of the Wild*
- *All Quiet on the Western Front*
- *The Chosen*
- *My Antonia*
- *Shane*
- *Old Man and the Sea*
- *Bless the Beasts and the Children*
- "Sixteen"
- "Hughie"

Psychology of Human Relations: The student will understand the importance of good communication skills in the development of productive relationships.

- "How Do You Communicate?" activity sheet
- *Body Language*, filmstrip
- "Transactions," activity sheet
- Class discussions

Psychology of Human Relations: The student will be able to evaluate the types and functions of families in relation to his or her own environment.

- Lecture/class discussions
- *Between Generations*, filmstrip
- "A Teenage and Parent Declaration of Rights," handout and discussion
- "Understanding Your Parents' Attitudes and Your Own," handout
- Role play empathetic intergenerational problem-solving

Psychology of Human Relations: The student will be able to evaluate the types and functions of families in relation to his or her own environment.

- Lecture/class discussion
- "Cultural Family Types," research project
- *Today's Family: A Changing Concept*, filmstrip
- "Are You Contributing to the Happiness of Your Family?" activity sheet
- "Your Relationship to Others in the Family," handout
- "Family Life Cycles," overhead

Psychology of Human Relations: The student will understand the importance of dating and love in leading toward meaningful relationships.

- Class discussions/brainstorming/role play
- "A Dating Checklist," student activity sheets
- "Gaining the Values of Dating," activity sheet
- "Problem Bag," problem resolution game
- *Love/Hate: Our Mixed Emotions*, filmstrip
- "What Kind of Love Are You Looking For?" activity sheets
- "Love Attitude Inventory," activity sheet
- "Love or Infatuation . . . Which?" activity sheet
- *The Many Aspects of Love*, filmstrip

Psychology of Human Relations: The student will understand that self-awareness and commitment are necessary for a productive marriage.

- "Mate Selection," activity sheet
- "Getting Married," activity sheet
- "Historical Couples," written research project
- "Engagement Self-Test," activity sheet

EEN Social Skills: The student will recognize and respond appropriately to social cues and subtleties of communication.

- *Life-Centered Career Education*, p. 81
- *Life Skills: Me and Others*, p. 40
- *Knowing Yourself*, pp. 208, McGraw Hill
- *Working at Human Relations*, pp. 33-40, McGraw Hill

EEN Social Skills: The student will recognize and develop character traits necessary for acceptance.

- *Managing Yourself*, pp. 4, 4-5, 8, 23-4, 37, and 42
- *Essential Social Skills*, pp. 5, 7, 10, 11, 14, 15, and 24
- *The Idea Bank*, pp. 41, 43, 44, 55, 56, 98-100, 180-1, and 204, Milwaukee Public Schools
- *Skillstreaming the Adolescent*, pp. 90, 93, 96, 97
- *T.A. For Teens*, pp. 141-157

EEN Social Skills: The student will make and maintain positive friendships with peers.

- *Innerchange: Experiences*, pp. 9.1-5, 21.1-6, 25.1-5, 27.1-5, 37.107, and 39.1-7
- *Managing Yourself*, pp. 6, 9, 12, and 25-30
- *Essential Social Skills*, pp. 1, 3, 4, 6, and 9

EEN Social Skills: The student will develop self-control.

- "An Affective Curriculum for Emotionally Disturbed Adolescents," *Teaching Exceptional Children*, pp. 217-222
- *Skillstreaming the Adolescent*, pp. 101, 103, 110-1, and 115
- *T.A. for Teens*, pp. 93-101
- *Coping for Kids*, The Center for Applied Research in Education

Objective D. The student will learn about the helping resources available in the community.

9th grade Health
- *Understanding Health*, textbook
- "Dial Harmony 2," student handout
- COPE Hotline, guest speaker

Contemporary Issues
- Department of Social Services guest speaker

Guidance Department
- Career Day
- P.R.E.P. student group
- S.A.I.L. counseling

GOAL III. The student will learn how to make decisions.

Objective A. The student will learn how to make choices.

English 9, English 10, American Literature, Nobel Prize Winners, American Scene 1940s-1950s.
- *Night*
- *Odyssey*
- *A Hatfull of Rain*
- *Seize the Day*
- *To Kill a Mockingbird*
- *The Scarlet Letter*
- *Bless the Beasts and the Children*
- *Old Man and the Sea*
- "The Survivor"

EEN Social Skills: The student will develop an understanding of self-organization.
- *Contemporary Concerns of Youth*, pp. 36.1-3
- *Skillstreaming the Adolescent*, pp. 128, 132-3
- *T.A. for Teens*, pp. 43-59
- *Learning to Achieve*, pp. 7-11, Scott Foresman

Contemporary Issues: The student will understand the various viewpoints related to the contemporary issues (e.g., capital punishment, drug use, abortion, suicide, murder, euthanasia, etc.).
- Surveys, discussions, written reports
- State statutes
- Roe v. Wade
- Court case review of four men on death row
- *Gary Gilmore*, video

Objective B. The student will learn to face challenges.

9th grade Health
- *Understanding Health*, Textbook
- "Face-to-Face—Dealing with Conflict," video, *On The Level*
- *"How do You Handle Conflict?"* student activity

English 9, 20th Century American Literature, American Literature, From Literature to Film.
- *Night*
- *Grapes of Wrath*
- *Shane*
- *Martin Eden*
- *Huckleberry Finn*
- *The Night Thoreau Spent in Jail*
- *Raisin in the Sun*
- *Old Man and the Sea*
- *The Hessian*
- *Bless the Beasts and the Children*
- "The Most Dangerous Game"
- "The Lady or the Tiger"
- "Who Shall Dwell"

Objective C. The student will learn to cope with disappointment.

9th grade Health
- *Understanding Health*, textbook
- "Face to Face—Dealing with Conflict," video, *On The Level*

English 9, English 10, Nobel Prize Winners, American Scene 1940s-1950s.
- *Dairy of Anne Frank*
- *Main Street*
- *All My Sons*
- *Lord of the Flies*
- *The Chosen*
- *Bless the Beasts and the Children*
- *Old Man and the Sea*

Objective D. The student will learn to examine alternatives in making a value judgment.

9th grade Health
- *Understanding Health*, textbook
- "Face to Face—Dealing with Conflict," video, *On The Level*
- "Alternate Route—Thinking," video, *On The Level*
- "Thinking It Through," student activity handout

English 9, Science Fiction, American Scenes 1940s-1950s, 20th Century American Literature

- *The Andersonville Trial*
- *The Scarlet Letter*
- *All My Sons*
- *Main Street*
- *Brave New World*
- *Romeo and Juliet*
- "The Post-Mortem People"
- "The Lady or the Tiger"

Psychology of Human Relations: The student will analyze the various alternative life-styles in present society in relationship to his or her own values.

- *Alternative Life-Styles: The Evaluation of the Counter Culture*, filmstrip
- "Singleness and Childlessness," articles
- *The Case for Staying Single*, filmstrip

Psychology of Human Relations: The student will form judgments as to the responsibilities of sexuality and organize his or her own values.

- "Human Sexuality," pretest
- "Sexual Anatomy," transparencies
- *Are You Ready for Sex?*, film
- Family Planning, Planned Parenthood speaker

Psychology of Human Relations: The student will judge the problems and issues of culturally determined sex roles.

- "Masculine/Feminine Behavior," activity sheet
- "You and Values: Chores," activity sheet
- "Role Expectations in Marriage," Chapter 22, student guide
- "How Men Are Changing," handout
- *American Man* and *American Woman*, filmstrips
- "Woman's Changing Role in Society," research project

Psychology of Human Relations: The student will begin to develop values about parenthood.

- "Would I Make a Good Parent?" activity sheet
- "Understanding Family Environments," activity sheet
- "Parenting Ahead—Who Me?" activity sheet
- "Parenting from the Beginning—Young Motherhood and Fatherhood," activity sheet
- "Parenting in My Life—A Look at My Own Family," activity sheet
- "Decisions of Parenting," role play
- "Bringing Up Children," activity sheet
- "Discipline," role play
- *Portrait of a Family*, film
- *Marriage, Parenthood*, and *Parenting*, filmstrips

Contemporary Issues: The student will follow a unique case of euthanasia and discuss the alternatives.

- *The Case of Karen Ann Quinlan*, video

Objective E. The student will learn the technique of "brainstorming."

Psychology of Human Relations
- Brainstorm: Characteristics of good listeners and good communicators
- Brainstorm: Why humans date
- Brainstorm: Advantages/disadvantages of steady dating

9th grade Health
- *Understanding Health*, textbook
- "Alternate Route—Thinking," video, *On The Level*
- "Thinking It Through," student activity handout

Objective F. The student will learn to make choices using the five steps of decision-making.

EEN Social Skills: The student will accept consequences and responsibility for actions.
- *Contemporary Concerns of Youth*, pp. 8.1-2, 25.2, and 25.4
- *Skillstreaming the Adolescent*, pp. 98, 107, and 118
- *T.A. for Teens*, pp. 193-210

GOAL IV. The student will learn to cope with death and dying.

Objective A. The student will learn to cope with stress.

9th grade Health
- *Understanding Health*, textbook
- "Journey Through Stress—Coping With Stress," video, *On The Level*
- "Gauging Stress and Tension," student activity
- "Are You Type A?" student activity sheet
- "Getting the Best of Stress," handout
- "Plain Talk About Handling Stress," handout

Psychology Human Relations: The student will organize ideas about human crisis.
- Role play reactions to crisis
- "M—The Family in Crisis," Ch. 26, study guide
- *Sarah T*, video
- "Are You an Alcoholic?" activity sheet
- *Life on the Rocks*, filmstrip
- "Take a Stress Test," activity sheet
- "What You Can Do About Stress," activity sheet
- "Dealing With Stress," activity sheet
- "Divorce—Some Facts," handout
- *Real Women, Real Lives*, booklet
- Divorce laws, research project

EEN Social Skills: The student will learn how to cope with stress and frustrating experiences.
- *Contemporary Concerns of Youth*, pp. 1-3, 59-61, 144
- "Coping: 20 Tips for the Best Stressed Students," The Perfection Form Company, pp. 1-50

Objective B. The student will learn to cope with death and dying.

English 9, English 10, American Literature, Noble Prize Winners, War Has Many Faces, 20th Century American Literature

- *The Chosen*
- *All Quiet on the Western Front*
- *Long Day's Journey into Night*
- *Night*
- *Romeo and Juliet*
- *Our Town*
- *Martin Eden*
- *Old Man and the Sea*
- *Bless the Beasts and the Children*
- *The Hessian*
- "The Sculptor's Funeral"
- "To Build a Fire"
- "The Charge of the Light Bridgade"
- "The Seven Ages of Man"

9th grade Health

- *Understanding Health*, textbook
- "My Obituary/Eulogy," writing activity

Psychology of Human Relations: The student will organize ideas about human crises as they relate to his or her personal values and beliefs.

- Reactions to various causes of death; discussion
- "Five Stages of Death," activity sheet
- "You and Death," activity sheet
- Obituary Writing, project
- "Stages of Grief," lecture
- "Ten Ways to Express Your Sympathy," handout
- *Living With Dying*, filmstrip

EEN Social Skills: The student will learn to cope with death, desertion, and divorce.

- *Coping for Kids*
- "Coping: 20 Tips for the Best Stressed Student," The Perfection Form Company

Contemporary Issues: The students will write and discuss their feelings about death and dying.

- Write a letter to self about feelings about the death of someone.
- Write a "living will" and discuss the issues.
- Write and discuss own obituary and epitaph.

Biology, grades 9 and 10: The student will develop a better understanding of death and dying.

- Study of life cycles of plants and animals
- Laboratory investigations and dissections

Biology, grades 9 and 10: The student will become aware of the dangers of heart transplants and artificial hearts.

- *Biology—Living Systems*, textbook, pp. 506-9

Anatomy and Physiology, grades 11 and 12: The student will study all of the systems of the human body and will learn of some of the system-related diseases which cause suffering and death.

- *Textbook of Anatomy and Physiology*, 11th edition

Objective C. The student will be introduced to the grieving process.

English 9, American Literature, American Sense 1940s-1950s, War Has Many Faces

- *All Quiet on the Western Front*
- *Home of the Brave*
- *Night*
- *Bless the Beasts and the Children*
- *The Hessian*
- "The Sculptor's Funeral"

Psychology of Human Relations: The student will organize ideas about human crises as they relate to his or her personal values and beliefs.

- Reactions to various causes of death; discussion
- "Five Stages of Death Acceptance," lecture
- "You and Death," activity sheet
- "Obituary Writing," project
- "Stages of Grief," lecture
- "Ten Ways to Express Your Sympathy," handout
- *Living With Dying*, filmstrip

Objective D. The student will begin to understand the process of a funeral and burial.

9th grade Health

- *Understanding Health*, textbook
- "Stages of Dying," student activity sheet
- "What is There to Say?" student activity sheet

Contemporary Issues

- *Death and Dying*, video
- Each student makes own funeral arrangements

Objective E. The student will learn ways of coping with feelings of depression and sadness.

9th grade Health

- *Understanding Health*, textbook
- *A Desperate Exit*, video

Objective F. The student will learn to understand suicide.

9th grade Health
- *Understanding Health*, Textbook
- *A Desperate Exit*, video

Contemporary Issues
- *Problems of Death*, video
- *The Right of Suicide—The Case of Mary Rose Barrington*, video

Objective G. The student will begin to explore his or her relationships and responsibility regarding a pre-suicidal person.

9th grade Health
- *Understanding Health*, textbook
- *Solo—Alone vs. Lonely*, video, *On The Level*

Objective H. The student will learn how to deal with loneliness and lonely feelings.

9th grade Health
- *Understanding Health*, textbook
- *Solo—Alone vs. Lonely*, video, *On The Level*

English 9, English 10, Literature to Film, American Scenes 1940s-1950s
- *The Chosen*
- *Tea and Sympathy*
- *Oliver Twist*
- *The Old Man and the Sea*
- "Diary of a Young Girl"

9

Appendix A

Suicide Prevention and Education Organizations

American Association of Suicidology
2459 South Ash
Denver, CO 80222
(303) 692-0985

Department of Public Instruction
Bureau for Pupil Services
125 S. Webster St.
Madison, WI 53707-7841
(608) 266-8960

National Institutes of Mental Health
Public Inquiries Section
5600 Fisher's Lane
Rockville, MD 20857
(301) 443-4515

Southeast Wisconsin Association of Suicidology
St. Luke's Hospital
2900 W. Oklahoma St.
Milwaukee, WI 53215
(414) 649-6000

This non-profit organization provides suicide-related information, education, and support groups.

Students Against Suicide
St. Luke's Hospital
2900 W. Oklahoma St.
Milwaukee, WI 53215
(414) 649-6000

The goals of this group are to increase public awareness about youth suicide, to take a stand to eliminate suicide as an acceptable option among youth, and to challenge youth to live in a way that makes a difference in their world.

Teen Suicide Prevention Task Force
P.O. Box 76463
Washington, D.C. 20013
(301) 627-5894

Wisconsin Chapter on Youth Suicide Prevention
P.O. Box 478
Marinette, WI 54143-0735
(715) 735-9549

This non-profit organization has the goal to reduce the number of attempted and committed suicides among young people through research, knowledge, sharing, and public awareness. It is supported entirely by private contributions.

Youth Suicide National Center
1825 Eye St., N.W., Suite 400
Washington, D.C. 20006
(202) 429-2016

Pamphlets and Booklets

Adina Wrobleski
5124 Grove St.
Minneapolis, MN 55436-2481
(612) 929-6648

- *Suicide: Questions and Answers*
- *Suicide: The Danger Signs*
- *Suicide: Your Child Has Died*

Alpha-Omega Venture
P.O. Box 735
Marinette, WI 54143
(715) 735-9549

- *Beyond Perception*
- *Children Die, Too*
- *Friend to Friend (Peer Helper)*
- *Gestalt Therapy: Grief of Teen with Friend's Suicide*
- *Helping Teens Deal with Fears*
- *How to Overcome Depression*
- *Living Through Personal Crisis*
- *Preventing Teenage Suicide*
- *Suicide and Youth*
- *Suicide of a Child*
- *Too Young to Die*
- *Adolescent Suicide*
- *Grief After Suicide*

Ann Arbor Publishers
P.O. Box 7249
Naples, FL 33941
(813) 775-3528

- *Preventing Teenage Suicide*

This training workbook provides the knowledge necessary to recognize the signs of the suicidal person and to know what to do when the signs are present. It includes assessment guides, guided discussions, role playing scripts, methods of communicating and helping, and quizzes about suicide issues. Suitable for parents and anyone who works with teens.

Centering Corporation
P.O. Box 3367
Omaha, NE 68103-0367
(402) 553-1200

- *Hurting Yourself—For Young People Who Have Attempted Suicide or Intentionally Injured Themselves*

Channing L. Bete Company, Inc.
200 State Road
South Deerfield, MA 01373
(413) 665-7611

- *About Suicide...And How You Can Help Prevent It* (Booklet)
- *About Suicide Among Young People* (Booklet)

The Compassionate Friends
P.O. Box 3696
Oak Brook, IL 50522-3696
(312) 990-0010

- *Surviving a Child's Suicide*

Janesville Craig High School
1649 Chatham St.
Janesville, WI 53545
(608) 756-8306

- *A Cry for Help: Teen Suicide* (Booklet)

MHA in Milwaukee County
230 Wells St., Suite 625
Milwaukee, WI 53203
(414) 276-3122

- *Dial Harmony 1 for Parents*
- *Dial Harmony 2 for Teens and Young Adults*
- *Suicide*

MHA in Waukesha County
414 West Moreland Blvd.
Waukesha, WI 53188
(404) 547-3388

- *Grief After Suicide*
- *Would You Rather Keep a Secret...Or Keep a Friend?*
- *Adolescent Suicide—Information for Teachers*
- *About Suicide—Fact Sheet*
- *Talk About Suicide*—(Booklet)

MHA of Connecticut, Inc.
Executive Director
705A New Britain Ave.
Hartford, CN 06106
1 (800) 842-0337

- *A Time to Live (1986)*

National Mental Health Association
1021 Prince St.
Alexandria, VA 22314
(703) 684-7722

- *Suicide*
- *Adolescent Depression*

North Wales Press, Inc.
P.O. Box 1486
North Wales, PA 19454

- *Before It's Too Late*
- *Suicide in Young People*
- *Suicide—It Doesn't Have to Happen*
- *Suicide in Youth and What You Can Do*
- *Suicide in Youth and What You Can Do About It—A Guide for Students*
- *Suicide Prevention in the Classroom: Curriculum Guide*
- *Suicide and How to Prevent It*

Suicide Prevention Center
Educational materials from all of North America
201-1615 10th Ave. SW
Calgary, Alberta
Canada, T3C 0J7
(403) 245-3900

Adolescents/Child/Educational Settings

- *Suicide and Youth*
- *Adolescent Suicide School Project*
- *Suicide Prevention in Educational Settings*
- *Children and Suicide*
- *Stress Management Program for Junior High Level Students (Manual)*
- *Children and Suicide* (Report)
- *Children and Suicide: Training Manual*
- Death Education:
  - *Classroom Guide for Junior and Senior High School Teachers* (Report)
  - *Classroom Guide for Elementary Teachers* (Report)
- *Life and Death: Elementary School Puppet Show* (Manual)
- *After Suicide in a School Setting*

Hotline/Case Management

- *Developing a Screening Committee: Peer Evaluation of Potential Volunteers* (Manual)
- *Suicide and Sexual Issues* (Report)
- *Team Training Manual: Volunteers*
- *Telephone Crisis Intervention: The Report Caller* (Report)
- *Trainer's Manual*

Survivors of Suicide

- *The Care of the Suicide Survivor*
  - *A Model for Funeral Home Personnel*
  - *A Model for Clergy*
  - *A Model for Coroners and Medical Examiners*

- *Beyond Perception: For Survivors* (Report)
- *Directory: Survivors of Suicide Support Groups*
- *SOS (Survivors of Suicide) Quarterly Report*

Attempters/Families/Significant Others

- *Suicide Is Scary . . . Especially with Someone You Love*
- *Other Passages*
- *Suicide and Self-Help: Do It Yourself Guidelines*
- *Suicide Attempters and Self-Help* (Report)
- *Other Passages* (Attempters Quarterly Report)
- *Directory: Attempters Support Groups*
- *Suicide: Self-Help Groups*

Gatekeepers/Community Relations

- *Suicide Prevention: The Gatekeeper's Role*
- *Suicide—Its Understanding and Prevention: A Course for Theological and Medical Students*
- *Police and Suicide*
- *Public Speaking Training Manual*

WI Chapter On Youth Suicide Prevention
P.O. Box 478
Marinette, WI 54143
(715) 735-9549

- *Dedicated to Life*

Wisconsin Clearinghouse
P.O. Box 1468
Madison, WI 53701
(608) 263-2797

- *Adolescence and Depression* (30-Page Booklet)

Appendix C

Information Packets

Fairfax County Public Schools
Department of Student Services and Special Education
Belle Willare Administration Center
10310 Layton Hall Drive
Fairfax, VA 22030

Fairfax County Public Schools: The Adolescent Suicide Prevention Program

This publication contains a brief description of the steps Fairfax County Schools took to establish a prevention program. It contains many suggestions about audio-visual resources, workshop formats, sample agendas, discussion examples, and so forth. As a whole this is a program description that allows districts to fill in details suitable for their own community. However, it does not contain a comprehensive program complete with all the necessary materials.

Family and Children's Service of Lancaster County
630 Janet Avenue
Lancaster, PA 17601

Project Alive

This is an audio cassette tape with an accompanying lesson book. The tape is a dramatization of a teen suicide attempt. Areas covered include warning signs, what to do, coping skills, and factors contributing to adolescent suicide. Also included are student handouts. This is suitable for use in a high school classroom for stimulating discussion and teaching students that help is available.

Merck, Sharp and Dohme
North Wales Press, Inc.
P.O. Box 1486
North Wales, PA 19454

Suicide Prevention Training Manual

This is a 14-lesson course for adults that will help them deal with the facts about suicide in a manner which leads to an understanding of the suicidal person. It focuses on improving the individual's ability to recognize a suicidal person and increasing the individual's knowledge of what steps to take to prevent suicide attempts. This focuses on suicide prevention in general and can be used to train a community much like CPR training.

New Jersey State Department of Education
225 West State St.
Trenton, NJ 08625

Adolescent Suicide Awareness Training Manual—New Jersey Department of Education

Good "short course" on youth suicide and how to provide appropriate intervention. This publication forms an excellent basis for local district program development.

St. Vincent Hospital
Social Services
P.O. Box 13508
Green Bay, WI 54307

Information Packet

This includes information for parents of children and adolescents who have attempted suicide. This was originally distributed in hospital emergency rooms.

Sopris West
1120 Delaware Avenue
Longmont, CO 80501

Youth in Crisis: Seeking Solutions to Self-Destructive Behavior

This replaces Cherry Creek materials. It also provides a comprehensive look at youth suicide and includes a model approach to utilizing all community resources, including schools.

Southwest Community Health Centers, Inc.
199 South Central Ave.
Columbus, OH 43223

Prevention of Teenage Suicide: A Comprehensive, Proactive Program

This is a community-based, school-focused program similar to Cherry Creek. It contains training materials, news releases, referral forms, and so forth, which can be used.

Suicide Prevention Center, Inc.
Educational Material Publications
184 Salem Ave.
Dayton, OH 45406-5877

Suicide Prevention Center Educational Materials

Twenty-two information packets from Ohio address four levels of prevention: active intervention to prevent suicide attempts; prevention of further dysfunction after a suicide attempt or completion; work with high-risk populations; and addressing the factors that create suicidal behavior.

Appendix D

Audiovisual Materials

Films and Videotapes

Ann Arbor Publishers
P.O. Box 7249
Naples, FL 33941
(813) 775-3528

Teenage Suicide: What to Do
27 min., videocassette (VHS), 1984

Teens talk openly about their suicide attempts, and professionals clear up myths, discuss clues, and offer suggestions. Film's impact lies in having youths learn about suicide from other youths.

BAVI
UW-Madison
1327 University Avenue
Madison, WI 53706
(608) 262-1644

Suicide 0763
25 min., color, videocassette, 1984

Surveys attitudes towards suicide, theories behind it, treatment, and the effects upon survivors in the family. Interviews persons who have attempted suicide, emergency service squads, psychologists and family members. Discusses the loneliness and alienation that causes suicides, the general reluctance of people to deal with the problem, and the guilt and blame felt by those affected by a loss.

But Jack Was a Good Driver 9585
14 min., color film, 1974

Visits the scene of a high school senior's funeral (a possible suicide victim) to introduce the general subject of suicide. Includes a viewer-directed sequence to present facts concerning suicide.

Family Films
3558 S. Jefferson Ave.
St. Louis, MO 63118
(314) 664-7000

Worth It
33 min., color, 16mm sound film, 1986

Dramatized story of Danny and Karen, two youths troubled by depression, low self-esteem, and thoughts of suicide. Emphasizes interpersonal relationships and the importance of Christianity in the teenagers' lives.

Film Library-AV Center
Florence Wing Communication Center
UW-LaCrosse
1705 State Street
LaCrosse, WI 54601
Booking (608) 785-8041

Suicide—It Doesn't Have to Happen 4E490
20 min., color film, 1976

Based on actual case histories, this film shows how a high school teacher, himself having once tried suicide, helps a suicidal student. Many of the classic symptoms are discussed along with how to get help.

Suicide: Teenage Crisis 2E554
10 min., color videocassette, 1981

This film explores the problems and describes a variety of school and community programs now being used to save troubled lives through counseling.

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

Student Adolescent Death—How to Prevent It
25 min., filmstrip, 1982

Uses case histories to teach youth their role in preventing the suicide of their peers. Also deals with adolescent death through reckless driving, drug abuse, and violence.

LexCom Productions
2720 Sunset Blvd.
W. Columbia, SC 29169
(803) 791-2094

Teenage Suicide: An Approach to Prevention
30 min., videocassette (VHS), 1981

Dr. Walton, a parent, psychologist, and teacher, examines the warning signs given by suicidal teens, and action that should be taken in suicidal situations. The ways in which parents, teachers, and peers can help youths develop self-esteem and self-reliance are highlighted.

National Suicide Help Center
P.O. Box 34
Rochester, MN 55903
(507) 282-2723

Unveiling the Plague of Teenage Suicide
60 min., three videotapes and syllabus, 1984

This three-tape series gives the warning signs of youth suicide, tells why youths commit suicide, and offers ideas for successful intervention. Can be used as an educational aid, library resource, staff aid, or crisis resource.

Survivors: After a Suicide What Can We Do?
50 min., videocassette (VHS), 1983

Part One explores the experiences of two survivors of a suicide. Part Two relates firsthand experiences of professionals affected by suicide (funeral director, police, chaplain, and social worker).

NEWIST
IS 1110
UW-Green Bay
Green Bay, WI 54301
(414) 465-2599

Andrea: A Friend in Need
15 min., videocassette, 1986

Andrea was 16 when she committed suicide. This film focuses on the devastating effects her suicide has on her friends and family. It is narrated by a high school student and offers some guidelines to follow and signs to heed as a warning that someone may be thinking of suicide.

Sunburst Communications
39 Washington Avenue
Pleasantville, NY 10570-9971

Teens Who Chose Life
40 min., filmstrip and videocassette, U-Matic suitable for Grades 8-12, 1986

Focuses on teen suicidal behavior by telling the stories of three youths who attempt suicide but survive. Presentation is realistic and raises feelings of viewers that need to be dealt with through a discussion period.

Did Jenny Have to Die? Preventing Teen Suicide
39 min., filmstrip and videocassette, U-Matic suitable for Grades 9-12, 1984

This is a story of one teen's suicide that covers all of the material needed to inservice staff and/or students. The focus on one case allows viewers to clearly identify the process involved in a teen taking his or her life. Caution: the precipitating incident which leads to Jenny's suicide is her breakup with her boyfriend. The breakup involves an abortion, which may detract from the story's usefulness in some communities.

MHA in Douglas County
Mrs. Clayton Bowden
1013 N. 19th Street
Superior, WI 54880
(715) 394-5134

Suicide: The Warning Signs and Teen Suicide
30 min., videocassette (VHS), 1982

This frank, eye-opening look at the second leading cause of death among young people brings suicide out of the closet. A combination of dramatic enactments and documented remarks from a recognized authority on youth suicide clarifies common myths and points out the warning signs that may indicate a potential suicide. Viewers will see how Greg's careless behavior, Carol's use of diet pills and sedatives, and Curtis' giving away of favorite possessions can be interpreted as desperate signals for help. Audiences of all ages will find this stunning film to be an ideal springboard to constructive discussions of suicidal behavior and how a friend, parent, or teacher might help.

University Telecommunications
Arts Center
UW-Stevens Point
Stevens Point, WI 54481
(715) 346-2647

Teenage Depression and Suicide
60 min., videocassette, 1986

Contains interviews with speakers from a statewide conference on teenage suicide held in March 1986. Includes messages from two mothers—one who experienced the trauma of an attempted suicide in her family and another whose son was seriously depressed.

Wisconsin Chapter on Youth Suicide Prevention
P.O. Box 478
Marinette, WI 54143

Depression and Suicide: Biochemical Issues and Concerns
45 min., videocassette, 1983

Panel discussion presented by Dr. Darold Treffert, M.D., Dr. Warren Garitano, M.D., and Diane Olson, Administrator of Midwest Center for Affective Disorders.

Audio Tapes

Adina Wrobleski
5124 Grove St.
Minneapolis, MN 55436-2481
(612) 929-6448

- *Suicide: A Teenage Tragedy, 1984*
- *Suicide: We Are All Victims, 1985*

Ray of Hope, Inc.
1518 Derwen Dr.
Iowa City, IA 52240
(319) 351-0330

The following tapes represent speeches made at the First National Conference on Suicide Prevention and Postvention held in Iowa City in October 1980.

- *The Courage to Live*—Dr. Ari Kiev
- *The Police Department, The Community, and Suicide*—Chief Harven Miller and Detective James Lin
- *The Family and Suicide*—Joseph Richman, Ph.D.
- *Losing a Child by Suicide*—Iris Bolton
- *Crisis Center Workshop*—Kay Hudson (2 tapes)

Newsletters

Afterwards
Adina Wrobleski
5124 Grove Street
Minneapolis, MN 55436-2481
(612) 929-6448

- *Afterwards: A Quarterly Letter About Suicide and Suicide Grief*

American Association of Suicidology
2459 South Ash Street
Denver, CO 80222
(303) 692-0985

- *News Link*

Ann Arbor Publishers
P.O. Box 7249
Naples, FL 33941
(813) 775-3528

- *Other Passages: Attempters Quarterly Report*
- *Survivors of Suicide (SOS): Quarterly Report*

St. Luke's Hospital
Marcia Williams
Milwaukee, WI
(414) 649-6000

- *Survivors Helping Survivors*

Suicide Research Digest
Center for Suicide Research and Prevention
1720 West Polk Street
Chicago, IL 60612

- *Suicide Research Digest*

Wisconsin Chapter on Youth Suicide Prevention
P.O. Box 478
Marinette, WI 54143
(715) 735-9549

- *Suicide Prevention Link*

Appendix F

Suicide Prevention Legislation

The following excerpts from the 1985 Wisconsin Act 29 are provided in an effort to assist interpretation of statues pertaining to suicide prevention. Please note that the statutes are not reprinted in their entirety.

15.377(7) COUNCIL ON SUICIDE PREVENTION. There is created a council on suicide prevention in the department of public instruction. The council shall consist of 2 persons appointed by the state superintendent of public instruction, at least one of whom is not an employe of the department of public instruction, 2 persons appointed by the secretary of health and social services, at least one of whom is not an employe of the department of health and social services and one member of the council on criminal justice appointed by the chairperson of that council. Members shall be appointed for terms expiring on July 1, 1989.

20.255(2)(fs) *Aid for suicide prevention programs.* The amounts in the schedule for a payment of $3,000 annually to each cooperative educational service agency to provide assistance to school districts for suicide prevention programs.

115.365 Assistance to schools for suicide prevention programs. (1) The purpose of this section is to enable and encourage public and private schools to develop programs designed to prevent suicide among minors.

(2) The department, in conjunction with the department of health and social services, shall:

(a) Develop and conduct training programs in suicide prevention for the professional staff of public and private schools, county departments under ss. 46.215, 46.22 and 51.42. The programs shall include information on how to assist minors in the positive emotional development which will help prevent suicidal tendencies; the detection, by minors, school staff and parents, of conditions which indicate suicidal tendencies; the proper action to take when there is reason to believe that a minor has suicidal tendencies or is contemplating suicide; and the coordination of school suicide prevention programs and activities with the suicide prevention and intervention programs and activities with the suicide prevention and intervention programs and activities of other state and local agencies. Persons other than the professional staff of public and private schools, county departments under ss. 46.215, 46.22 and 51.42 may attend the training programs. The department may charge such persons a fee sufficient to cover the increased costs to the department of their participation in the programs.

(b) Provide consultation and technical assistance to public and private schools for the development and implementation of suicide prevention programs and the coordination of these programs with the suicide prevention and intervention programs of other state and local agencies.

118.01(2)(d)7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 161 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.

118.295 Suicide intervention, civil liability exemption. Any school board, private school, county handicapped children's education board or cooperative educational service agency, and any officer, employe or volunteer thereof, who in good faith attempts to prevent suicide by a pupil is immune from civil liability for his or her acts or omissions in respect to the suicide or attempted suicide. The civil liability immunity provided in this section is in addition to and not in lieu of that provided under s. 895.48.

Editors note: 1985 Act 29 provides that ss. 15.377(7) and 20.255(12)(fs), listed on the previous page, was repealed on July 1, 1989. 1985 Act 29 also provides that s. 118.01(2)(d)7 took effect July 1, 1988.

The excerpt of s. 115.365(2)(a) includes the amendments contained in 1985 Act 176, which went into effect April 10, 1986.

Appendix G

Glossary

acting out: the irrational, impulsive display of uncontrollable emotions or behaviors.

ambivalence: having simultaneous, contrasting, or mixed feelings about some person, object, or idea; a state in which one is pulled in two mutually exclusive directions or toward two opposite goals.

anxiety: painful uneasiness of the mind, usually over an anticipated ill; often accompanied by physiological signs (e.g., sweating, increased pulse, tense muscles).

assessment: the process of determining the degree of a client's suicidal risk. This process includes noting any accompanying warning signals and taking an inventory of the client's sources of stress, internal coping mechanisms, and external support system.

attempted suicide: doing something to one's self that one believes will cause death.

bereavement: the state of suffering the death of a loved person or animal.

caregiver: any person in a position to offer empathy, support, and direction to an individual experiencing a suicidal crisis; one who provides care.

cluster suicides (or contagion effect): suicides occurring concurrently with and influenced by the suicide of a peer or significant other.

completed suicide: when someone takes his or her life *with conscious intent*.

confidentiality: a state of trust or intimacy in which an individual shares information that is not to be made public. The term is most commonly used with respect to the legal and ethical issues that, in principle, protect this contract of trust between a client and caregiver.

coping skills: practiced actions and attitudes available to an individual in handling a stressful situation (e.g., ability to seek help, skill in finding alternatives to depression, persistence, patience, utilization of supportive peer).

copycat syndrome: the imitative act of attempting or committing suicide, based on the behavior of a model or hero(ine).

crisis: a pivotal point in a person's life, which occurs when he or she encounters a problem that appears to be insurmountable. Because coping abilities have been exhausted, the individual requires immediate help and a supportive network to develop alternative coping skills, thus re-establishing equilibrium.

crisis intervention: a reality-based, task-oriented approach that assists an individual in re-establishing psychological equilibrium by learning more effective ways of coping with the present critical situation.

cry for help: a verbal or nonverbal message communicating the need for assistance with one's difficulties.

depression: a mood state characterized by a sense of inadequacy, a feeling of despondency, a decrease in activity or reactivity, apathy, pessimism, sadness, and related symptoms. In this sense, depressions are normal, relatively frequent, and usually short-lived.

despair: complete loss of hope for or belief in one's success, progress, or achievement.

ethics: a branch of philosophy concerned with that which is deemed acceptable in human behavior, with what is good or bad and right or wrong with human conduct in pursuit of goals and aims.

external support system: any social groupings, agencies, programs, and individuals upon which an individual may rely for support and information.

grief: a natural syndrome involving physical and psychological symptoms experienced following loss (e.g., death, divorce, separation, family breakdown, relationship breakup, changes in relationship, changes in status).

guilt: an emotional state produced by the knowledge that one has violated moral standards that "require" a self-administered punishment.

helplessness: the state of being incapacitated and without the availability of aid.

hopelessness: a state of total despair, where an individual sees no promise for the future.

imitative suicide: see "copycat syndrome."

isolation: a state of feeling or being separated from others, either through choice or restriction.

low risk situation: circumstances in which the probability of a suicide attempt is evident, but not imminent.

low self-esteem: little self-recognition or appreciation for one's value as a human being.

mourning process: the process through which one passes in coming to an acceptance of the reality of a loss or a death. Common elements of this process usually include denial, anger, bargaining, depression, and acceptance.

networking: the establishment of relationships with other individuals, groups, social agencies, and educational programs to widen one's support base.

paraprofessional: an individual who has received training and/or job experience in a specific field, yet does not bear professional accreditation in that field.

peer pressure: standards, values, and beliefs perceived as imposed on an individual who wants to belong to a certain group.

postvention: consists of those activities that serve to reduce the after-effects of a traumatic event. The purpose of postvention is to help the survivors live longer, more productively, and less stressfully than they are likely to do otherwise.

predisposition: a factor or set of factors that increases the likelihood of an individual displaying a particular trait, characteristic, or leaning (e.g., suicide).

referral: the act of sending or directing a client to another caregiver, therapist, physician, or resource to obtain further assistance through an accepted procedure or an established channel.

self-destructive behavior: self-inflicted physical or social injuries (e.g., suicide attempt, substance abuse, self-mutilation, or acting out behavior.)

stress: any force, that when applied to a system, causes some significant modification of its form, usually with the connotation that the modification is a deformation or a distortion. The term is used with respect to physical, psychological, and social forces and pressures.

subintentional death: playing a covert or subconscious role in bringing about one's death by placing oneself in an extremely vulnerable position (e.g., a victim-precipitated homicide).

substance abuse: the misuse and/or overuse of alcohol and/or other drugs and/or chemicals to ease physical, psychological, or spiritual discomfort.

suicidal: manifesting generally self-destructive behaviors or patterns; exhibiting depressed behavior with intent to kill oneself; threatening suicide; attempting suicide; and committing suicide.

suicidal crisis: a situation in which an individual is planning, threatening, or attempting suicide.

suicidal gesture: an act of such low probability of being fatal or deadly that it is obvious that no serious intent to die is present.

suicidal ideation: preoccupation with suicidal thoughts or threats.

suicidal intent: a state of mind in which one's energies are focused on bringing about one's death through suicide.

suicidal tendencies: a proneness to, readiness for, thoughts about, or actions leading to suicide.

suicide note: a written message communicating one's desire or intention to die by suicide.

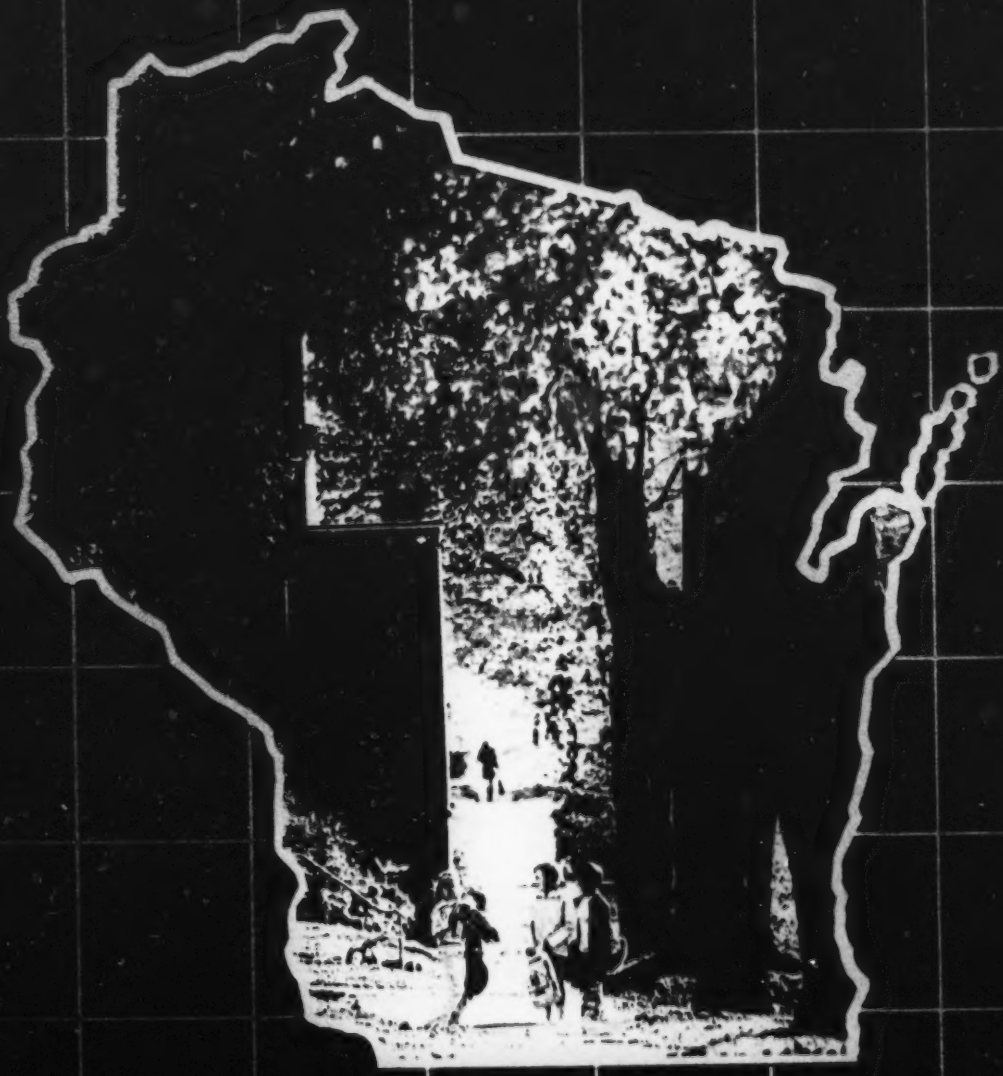
suicide prevention: all proactive and/or intervention measures taken to preserve the lives of potential suicide victims.

suicide threat: saying or doing something that indicates a self-destructive desire. *All threats*

should be treated as though they are serious until there is certainty that they are not.

suicidologist: a researcher and/or caregiver involved in the study of suicide and its prevention.

support: the provision of assistance for the maintenance or improvement of the quality of life of another.

warning signals: specific observable behaviors, actions, and circumstances of an individual in crisis that may indicate an increased potential for suicide.

worthlessness: the feeling or belief that one has no value.